



**National Assessment and Accreditation Council (NAAC)**  
**Manual of Health Sciences for Universities**

## **PREFACE**

It is heartening that National Assessment and Accreditation Council (NAAC) has come out with renewed spirit to fine tune its process of assessment and accreditation. In sync with the local, regional and global dynamics of the higher education sector, the process, tools and methodology also need to be dynamic. Since July 2017, the NAAC has unfolded the new methodology and unveiled new process and instruments of assessment and accreditation. The main focus of the revision process has been to enhance the redeeming features of the accreditation process and make them more robust, objective, transparent and scalable as well as make it ICT enabled. It is further heartening to note that the ICT enabled new process has cut down the duration of the accreditation process considerably.

As always, the NAAC had to cater to the dynamic demands of the sector including that of the Health Sciences Universities and Colleges for a renewed manual that would take care of the discipline specific requirements. With the previous Health Sciences Manual forming the backdrop, the NAAC had to depend on the feedback of the stakeholders, outcome of the Pilot Study, inputs from the Expert Group Meetings, and come out with a comprehensive manual for Health Sciences institutions. The expert group comprising eminent academicians from the University and Colleges, domain experts and the NAAC experts has evolved a manual that is technology enabled and all encompassing. The Higher Education Institutions (HEIs) have to take cognizance of the new methodology and the Manual for their efforts in seeking accreditation.

It is hoped that the Manuals of Health Sciences for Universities and Colleges will help the HEIs to prepare for the revised process of Assessment and Accreditation.

In an effort to enhance the accountability in the entire process, the institutions as well as other stakeholders are required to keep track of the latest developments profiled on the website of the NAAC from time to time.

The Core Working Group and Sectoral Working Groups consisting of experts from the Health Sciences domain and the contribution of the officials of NAAC in the development of the manual would no doubt go a long way in making the entire process of A&A more effective and efficient. The services of all the experts are gratefully acknowledged.

I deem it a privilege to acknowledge the immense contribution made by the internal team of NAAC in the development of the Manuals for the A&A process of institutions of Health Sciences.

**25<sup>th</sup> July, 2019**  
**Bengaluru**

**Sd/-**

**(Prof. S. C. Sharma)**  
**Director, NAAC**

# CONTENTS

## SECTION A: Guidelines for Assessment and Accreditation

<b>i.</b>	<u>Introduction</u>	6
	<u>Vision and Mission</u>	6
	<u>Core Values</u>	7
<b>ii.</b>	<u>Assessment and Accreditation of Higher Education Institutions</u>	9
	<u>Revised Assessment and Accreditation (A&amp;A) Framework</u>	9
	<u>Focus of Assessment</u>	10
<b>iii.</b>	<u>Quality Indicator Framework (QIF) - Description</u>	10
<b>iv.</b>	<u>Eligibility for Assessment and Accreditation by NAAC</u>	23
<b>v.</b>	<u>Essential note for the selection of Manual for A&amp;A</u>	24
<b>vi.</b>	<u>Approaches / Policies adopted</u>	24
<b>vii.</b>	<u>Statistical Information about the Metrics</u>	26
<b>viii.</b>	<u>The Assessment Process</u>	30
<b>ix.</b>	<u>Procedural Details</u>	30
<b>x.</b>	<u>Assessment Outcome</u>	33
	<u>Calculation of Institutional CGPA</u>	33
<b>xi.</b>	<u>Mechanism for Institutional Appeals</u>	34
<b>xii.</b>	<u>Re-Assessment</u>	35
<b>xiii.</b>	<u>Subsequent Cycles of Accreditation</u>	35
<b>xiv.</b>	<u>Fee Structure and other Financial Implications</u>	37
<b>xv.</b>	<u>Getting Ready for Submission of Self - Study Report (SSR)</u>	39
<b>xvi.</b>	<u>Mandatory Disclosure on HEI's Website</u>	40

## SECTION B: Data Requirements for Self - Study Report (SSR)

1.	<u>Executive Summary</u>	43
2.	<u>Profile of the Health Sciences University</u>	44
3.	<u>Extended Profile of the University</u>	52
4.	<u>Quality Indicator Framework (QIF)</u>	53
5.	<u>Evaluative report of the Departments</u>	117
6.	<u>Data Templates/Documents (Quantitative Metrics)</u>	119

**SECTION C: Appendices**

1. Appendix 1: Glossary and Notes
2. Appendix 2: Abbreviations
3. Appendix 3: Online Student Satisfaction Survey Questionnaire for Health Sciences Universities (Applicable for all cycles and for Re-Assessment).

**160**  
**168**  
**171**

## **SECTION A: GUIDELINES FOR ASSESSMENT AND ACCREDITATION OF HEALTH SCIENCES INSTITUTIONS**

*This Section presents the NAAC framework for Assessment and Accreditation based on the Core Values and Criteria for assessment and Key Indicators. Further, it details out the procedures for institutional preparation for filling the Self Study Report online, Peer Assessment and the final Outcome of Accreditation. The procedure for re-assessment, mechanism for institutional appeals and accreditation of subsequent cycles are also presented.*

## I. INTRODUCTION

India has one of the largest and diverse education systems in the world. Privatization, widespread expansion, increased autonomy and introduction of Programmes in new and emerging areas have improved access to higher education. At the same time, it has also led to widespread concern on the quality and relevance of the higher education. To address these concerns, the National Policy on Education (NPE, 1986) and the Programme of Action (PoA, 1992) spelt out strategic plans for the policies and advocated the establishment of an independent National Accreditation Agency. Consequently, the National Assessment and Accreditation Council (NAAC) was established in 1994 as an autonomous Institution of the University Grants Commission (UGC) with its Head Quarter in Bengaluru. The mandate of NAAC as reflected in its vision statement is in making quality assurance an integral part of the functioning of Higher Education Institutions (HEIs).

The NAAC functions through its General Council (GC) and Executive Committee (EC) comprising educational administrators, policy makers and senior academicians from a cross-section of Indian higher education system. The Chairperson of the UGC is the President of the GC of the NAAC and the Chairperson of the EC is an eminent academician nominated by the President of GC (NAAC). The Director is the academic and administrative head of NAAC and is the member-secretary of both the GC and the EC. In addition to the statutory bodies that steer its policies and core staff to support its activities, the NAAC is advised by the advisory and consultative committees constituted from time to time.

### **Vision and Mission**

#### **The vision of NAAC is:**

*To make quality the defining element of higher education in India through a combination of self and external quality evaluation, promotion and sustenance initiatives.*

The mission statements of the NAAC aim at translating the NAAC's vision into action plans and define NAAC's engagement and endeavor as given below:

- *To arrange for periodic assessment and accreditation of Institutions of Higher Education or units thereof, or specific academic programmes or projects;*
- *To stimulate the academic environment for promotion of quality in teaching-learning and research in Higher Education Institutions;*
- *To encourage self-evaluation, accountability, autonomy and innovations in Higher Education;*
- *To undertake quality-related research studies, consultancy and training programmes, and*
- *To collaborate with other stakeholders of higher education for quality evaluation, promotion and sustenance.*

Striving to achieve its goals as guided by its vision and mission statements, NAAC primarily focuses on assessment of the quality of Higher Education Institutions in the country. The NAAC methodology for Assessment and Accreditation is very much similar to that followed by Quality Assurance (QA) agencies across the world and consists of self-assessment by the Institution along with external peer assessment organized by NAAC.

## **Core Values**

Throughout the world, Higher Education Institutions (HEIs) function in a dynamic environment. The need to expand the system of higher education, the impact of technology on the educational delivery, the increasing private participation in higher education and the impact of globalization (including liberal cross-border and trans-national educational imperatives), have necessitated marked changes in the Indian higher education system. These changes and the consequent shift in values have been taken into cognizance by NAAC while formulating the core values. Accordingly, in order to ensure external and internal validity and credibility, the QA process of NAAC is grounded within a value framework which is suitable and appropriate to the National context.

The accreditation framework of NAAC is thus based on five core values detailed below.

### **(i) Contributing to National Development**

Most of the HEIs have a capacity to adapt to changes and at the same time, pursue the goals and objectives that they have set forth for themselves. Contributing to national development has always been an implicit goal of Indian HEIs. The role of HEIs is significant in human resource development and capacity building of individuals, to cater to the needs of the economy, society and the country as a whole, thereby, contributing to the development of the Nation. Serving the cause of social justice, ensuring equity and increasing access to higher education are a few ways by which HEIs can contribute to the national development. It is therefore appropriate that the Assessment and Accreditation (A&A) process of NAAC looks into the ways HEIs have been responding to and contributing towards National Development.

### **(ii) Fostering Global Competencies among Students**

The spiraling developments at the global level also warrant that the NAAC includes in its scope of assessment skill development of students, on par with their counterparts elsewhere in the world. With liberalization and globalization of economic activities, the need to develop skilled human resources of a high caliber is imperative. Consequently, the demand for internationally acceptable standards in higher education is evident. Therefore, the accreditation process of NAAC needs to examine the role of HEIs in preparing the students to achieve core competencies, to face the global challenges successfully. This requires that the HEIs be innovative, creative and entrepreneurial in their approach. Towards achieving this, HEIs may establish collaborations with industries, network with the neighborhood agencies/bodies and foster a closer relationship between the “world of competent-learning” and the “world of skilled work”.

### **(iii) Inculcating a Value System among Students**

Although skill development is crucial to the success of students in the job market, skills are of less value in the absence of appropriate value systems. The HEIs have to shoulder the responsibility of inculcating desirable value systems among students. In a country like India, with cultural pluralities and diversities, it is essential that students imbibe the appropriate values commensurate with social, cultural, economic and environmental realities, at the local, national and

universal levels. Whatever are the pluralities and diversities that exist in the country, there is a persisting concern for inculcating the core universal values like truth and righteousness apart from other values emphasized in the various policy documents of the country. The seeds of values such as cooperation and mutual understanding during the early stages of education have to be reiterated and re-emphasized at the higher education also through appropriate learning experiences and opportunities. The NAAC assessment therefore examines how these essential and desirable values are being inculcated in the students, by the HEIs.

#### **(iv) Promoting the Use of Technology**

Most of the significant developments that one can observe today can be attributed to the impact of Science and Technology. While the advantages of using modern tools and technological innovations in the day-to-day-life are well recognized, the corresponding changes in the use of new technologies, for teaching learning and governance of HEIs is an ongoing process. Technological advancement and innovations in educational transactions have to be undertaken by all HEIs, to make a visible impact on academic development as well as administration. At a time when our educational Institutions are expected to perform as good as their global partners, significant technological innovations have to be adopted. Traditional methods of delivering higher education have become less motivating to a large number of students. To keep pace with the developments in other spheres of human endeavor, HEIs have to enrich the learning experiences of their students by providing them with state-of-the-art educational technologies. The campus community must be adequately prepared to make use of Information and Communication Technology (ICT) optimally. Conscious effort is also needed to invest in hardware and to orient the faculty suitably.

In addition to using technology as a learning resource, managing the activities of the Institution in a technology-enabled way will ensure effective Institutional functioning. For example, documentation and data management in the HEIs are areas where the process of assessment by NAAC has made a significant impact. Moving towards electronic data management and having Institutional website to provide ready and relevant information to stakeholders are desirable steps in this direction. In other words, effective use of ICT in HEIs will be able to provide ICT literacy to the campus community, using ICT for resource sharing and networking, as well as adopting ICT-enabled administrative processes. Therefore, NAAC accreditation would look at how the HEIs have put in place their electronic data management systems and electronic resources and their access to internal and external stakeholders particularly the student community.

#### **(v) Quest for Excellence**

Contributing to nation-building and skills development of students, HEIs should demonstrate a drive to develop themselves into centers of excellence. Excellence in all that they will contribute to the overall development of the system of higher education of the country as a whole.

This '*Quest for Excellence*' could start with the assessment or even earlier, by the establishment of the Steering Committee for the preparation of the Self - Study Report (SSR) of an



Institution. Another step in this direction could be the identification of the strengths and weaknesses in the teaching and learning processes as carried out by the Institution.

The five core values as outlined above form the foundation for assessment of Institutions that volunteer for accreditation by NAAC. The HEIs may also add their own core values to these in conformity with the goals and mission.

## **II. ASSESSMENT AND ACCREDITATION OF HIGHER EDUCATION INSTITUTIONS**

The NAAC has been carrying out the process of quality assessment and accreditation of HEIs over the past two decades. Several HEIs have gone through this process and a sizeable number has also undergone subsequent cycles of accreditation. True to its commitment for promoting quality culture in HEIs in consonance with the overall developments in the field of education as well as the outside world, NAAC has strived to be sensitive to these and adequately reflect these in its processes. The A&A process of NAAC continue to be an exercise in partnership of NAAC with the HEI being assessed. As is known by now, the A&A process of NAAC is being revised and this revision attempts to enhance such a partnership. Over years the feedback procured from the HEIs, other stakeholders and the developments in the national scene – all have contributed for the revision process of NAAC.

### **Revised Assessment and Accreditation (A&A) Framework**

The Revised Assessment and Accreditation Framework is launched in July 2017. It represents an explicit Paradigm Shift making it ICT enabled, objective, transparent, scalable and robust. The Shift is:

- from qualitative peer judgement to data based quantitative indicator evaluation with increased objectivity and transparency
- towards extensive use of ICT confirming scalability and robustness
- in terms of simplification of the process resulting in drastic reduction in number of questions, size of the report, visit days, and so on
- introducing Pre-qualifier for peer team visit, as 25% of system generated score
- Introducing *System Generated Scores* (SGS) with the combination of online evaluation (about 70%) and peer judgement (about 30%)
- in introducing the element of *third party validation* of data
- in providing appropriate differences in the metrics, weightages and benchmarks to universities and affiliated/constituent colleges
- in revising several metrics to bring in enhanced participation of students and alumni in the assessment process

## **Focus of Assessment**

The NAAC continues with its focus on quality culture of the Institution in terms of Quality Initiatives, Quality Sustenance and Quality Enhancement, as reflected in its vision, objectives, operations and the processes. Experience has reiterated that these can be ascertained either by on site observations and/or through the facts and figures about the various aspects of Institutional functioning. The Revised Manual places greater emphasis in the latter as reflective of internal Institutional processes.

In line with NAAC's conviction that quality concerns are Institutional, Quality Assessment (QA) can better be done through self-evaluation. The self-evaluation process and the subsequent preparation of the Self Study Report (SSR) to be submitted to NAAC involves the participation of all the stakeholders – management, faculty members, administrative staff, students, parents, employers, community and alumni. While the participation of internal stakeholders i.e. management, staff and students provide credibility and ownership to the activity and could lead to newer initiatives, interaction with the external stakeholders facilitate the development process of the Institution and their educational services. Overall, the QA is expected to serve as a catalyst for Institutional self-improvement, promote innovation and strengthen the urge to excel.

It is attempted to enlarge the digital coverage of the entire process of A&A. This, it is believed, will not only accelerate the process but also bring in greater objectivity into the process.

The possible differentiation required in respect of HEIs which are going for subsequent cycles of A&A, appropriate scope has been provided in the Process. This will allow the HEIs to appropriately represent the developments they have attempted after the previous A&A cycle.

### **III. QUALITY INDICATOR FRAMEWORK (QIF) - DESCRIPTION**

The criteria-based assessment forms the backbone of the A&A process of NAAC. The seven criteria represent the core functions and activities of a HEI. In the revised framework, not only the academic and administrative aspects of Institutional functioning but also the emerging issues have been included. The seven Criteria that would serve as the basis for assessment are:

- I. Curricular Aspects**
- II. Teaching-Learning and Evaluation**
- III. Research, Innovations and Extension**
- IV. Infrastructure and Learning Resources**
- V. Student Support and Progression**
- VI. Governance, Leadership and Management**
- VII. Institutional Values and Best Practices**

Under each Criterion, a set of Key Indicators are identified. These Key Indicators (KIs) are further delineated as Metrics which actually elicit responses from the HEIs. These seven criteria along with their KIs are detailed below explicating the aspects they represent:

## **Criterion I:- Curricular Aspects**

The Curricular Aspects are the mainstay of any educational Institution. However, the responsibilities of various HEIs in this regard vary depending on their administrative standing. That is, an Affiliated College is essentially a teaching unit, which depends on a larger body namely the affiliating University for legitimizing its academic and administrative processes. Its engagement with curricular aspects is mainly in their implementation while its participation in curriculum development, procedural detailing, assessment procedures as well as certification is peripheral and these are “givens”. Whereas a University has the mandate to visualize appropriate curricula for particular programmes, it has to revise/update them periodically to ensure that its bodies define the outcomes of its programmes.

Criterion I pertain to the practices of an Institution in initiating a wide range of programme options and courses that are in tune with the emerging national and global trends and relevant to the local needs. Apart from issues of diversity and academic flexibility, aspects of career orientation, multi-skill development, feedback system and involvement of stakeholders in curriculum updating are also gauged.

The focus of Criterion I is captured in the following Key Indicators:

---

### **KEY INDICATORS**

1.1\*(U) -Curriculum Design and Development

1.1\*(A) - Curriculum Planning and Implementation

1.2 Academic Flexibility

1.3 Curriculum Enrichment

1.4 Feedback System

\*(U) - applicable only for Universities

\*(A) - applicable only for the Affiliated/Constituent Colleges

---

## 1.1 \*(U) Curriculum Design and Development

One of the significant responsibilities of Universities is the Curriculum Design and Development and it is expected to have appropriate processes, systems and structures in place to shoulder this responsibility. Curriculum Design and Development is a complex process of developing appropriate need-based inputs in consultation with expert groups, based on the feedback from stakeholders. This results in the development of relevant programmes with flexibility to suit the professional and personal needs of the students and realization of core values. This Key Indicator (KI) also considers the good practices of the Institution in initiating a range of programme options and courses that are relevant to the local needs and in tune with the emerging National and Global trends.

Curriculum evolved by the University comprises Programme Outcomes (POs), and Course Outcomes (COs), the substantive outlines of courses in every discipline (syllabus), organizational details of implementation as well as assessment of student performance and thereby attainment of POs and COs. The quality element is reflected in the efforts to revise, update and include emerging concerns etc., the University makes in this regard. The Curriculum designed by University may also focus on employability, entrepreneurship and skill development. The POs, COs could be uploaded on the Institutional website.

### 1.1 \*(A) Curricular Planning and Implementation

The Affiliated /Constituent Colleges have rather limited role in curriculum designing and development. They adopt the curriculum overview provided by the respective universities. Each college operationalizes the curriculum within the overall framework provided, in one's own way depending on its resource potential, Institutional goals concern and so on. That is, each college visualizes the way the curriculum has to be carried out – activities, who, how, when etc. This process makes each Institution unique and reflects on the concerns of the college for quality in the form of values emphasized, sensitivities focused on, etc.

## 1.2 Academic Flexibility

Academic flexibility refers to the freedom in the use of the time-frame of the courses, horizontal mobility, inter-disciplinary options and others facilitated by curricular transactions. Supplementary enrichment programmes introduced as an initiative of the University, credit system and choices offered in the curriculum, in terms of programme, curricular transactions and time-frame options are also considered in this key indicator.

### 1.3 Curriculum Enrichment

Holistic development of students is the main purpose of curriculum. While this is attempted through prescribing dynamic and updated curricular inputs, the HEI is expected to have provision for added courses and activities which may not be directly linked with one's discipline of study but contribute to sensitizing students to cross-cutting issues relevant to the current pressing concerns both nationally and internationally such as gender, environment and sustainability, human values and professional ethics, development of creative and divergent competencies. A progressive university would provide a wide range of such "value-added" courses for students to choose from according to their interests and inclinations.

### 1.4 Feedback System

The process of revision and redesign of curricula is based on recent developments and feedback from stakeholders. The feedback from all stakeholders in terms of its relevance and appropriateness in catering to the needs of the society, economy and environment helps in improving the inputs.

A HEI with the feedback system in place will have an active process of not only collecting feedback from all stakeholders, but also analyzing it and identifying and drawing pertinent pointers to enhance the learning effectiveness.

## Criterion II: - Teaching-Learning and Evaluation

Criterion II pertains to the efforts of an Institution to serve students of different backgrounds and abilities, through effective teaching-learning experiences. Interactive instructional techniques that engage students in higher order '*thinking*' and investigation, through the use of interviews, focused group discussions, debates, projects, presentations, experiments, practicum, internship and application of ICT resources are important considerations. It also probes into the adequacy, competence as well as the continuous professional development of the faculty who handle the programmes of study. The efficiency of the techniques used to continuously evaluate the performance of teachers and students is also a major concern of this Criterion.

The focus of Criterion II is captured in the following Key Indicators:

---

#### KEY INDICATORS

- 2.1 Student Enrolment and Profile
  - 2.2 Catering to Student Diversity
  - 2.3 Teaching-Learning Process
  - 2.4 Teacher Profile and Quality
  - 2.5 Evaluation Process and Reforms
  - 2.6 Student Performance and Learning Outcomes
  - 2.7 Student Satisfaction Survey
-

## **2.1 Student Enrolment and Profile**

The process of admitting students to the programmes is through a transparent, well-administered mechanism, complying with all the norms of the concerned regulatory/governing agencies including state and central governments. Apart from the compliance to the various regulations, the Institution puts forth its efforts in ensuring equity and wide access, having representation of student community from different geographical areas and socio-economic, cultural and educational backgrounds. These will be reflected in the student profile.

## **2.2 Catering to Student Diversity**

The Universities are expected to satisfy the needs of the students from diverse backgrounds including disadvantaged communities as well as different locales. They would make special efforts to admit students from special categories, reach out to their special learning needs by initial assessment of their learning levels, in addition to understand possible variations over years and how and what is to be done to deal with such students. Explicit efforts are to be made to sensitise students about the other genders; and the like.

## **2.3 Teaching-Learning Process**

Diversity of learners in respect of their background, abilities and other personal attributes will influence the extent of their learning. The teaching-learning modalities of the Institution are rendered to be relevant for the learner group. The learner-centered education through appropriate methodologies such as participative learning, experiential learning and collaborative learning modes, facilitate effective learning. Teachers need to provide a variety of learning experiences, including individual and collaborative learning. Interactive and participatory approaches, if employed, create a feeling of responsibility in learners and makes learning a process of construction of knowledge. Of late, digital resources for learning are available and this makes learning more individualized, creative and dynamic. Quality of learning provided in the Institution depends largely on teacher readiness to draw upon such recently developed technology supports and also the initiative to develop such learning resources to enrich teaching-learning; on teacher's familiarity with Learning Management Systems (LMSs), other e-resources available and how to meaningfully incorporate them in one's scheme of teaching-learning.

## **2.4 Teacher Profile and Quality**

“Teacher quality” is a composite term to indicate the quality of teachers in terms of their qualification, teacher characteristics, adequacy of recruitment procedures, faculty availability, professional development and recognition of teaching abilities and competencies. Teachers are expected to take initiatives to learn and keep abreast with the latest developments, to innovate, continuously, seek improvement in their work and strive for individual and Institutional excellence.

## **2.5 Evaluation Process and Reforms**

This Key Indicator looks at issues related to assessment of teaching, learning, evaluative processes and reforms, to increase the efficiency and effectiveness of the system. One of the purposes of evaluation is to provide development-inducing feedback. The qualitative dimension of evaluation is in its use for enhancing the competence of students. Innovative evaluation process is to gauge the knowledge and skills acquired at various levels of the programmes.

These specifications are stated as POs and COs. The quality of the assessment process depends on how well the examination system actually tests the POs and COs, quality of questions, extent of transparency in the system, extent of development-inducing feedback system, regularity in the conduct of examinations and declaration of results as well as the regulatory mechanisms for prompt action on resolving possible errors.

## **2.6 Student Performance and Learning Outcomes**

The real test of the extent to which teaching-learning has been effective in a University is reflected in the student performance in the examinations. Student performance is seen as the realization of learning outcomes which are specifications of what a student should be capable of doing on successful completion of a course and/or a programme.

## **2.7 Student Satisfaction Survey**

All the efforts of teachers and the Institution to make learning a meaningful process can be considered impactful only to the extent students perceive it to be meaningful. Their satisfaction level is decided by the kinds of experiences they undergo, the extent of the “comfort” feeling as well as intellectual stimulation the learning situations provide. Their feedback significantly showcases the actual quality of the teaching-learning process enabling identification of the strengths of teaching as well as the possible improvements. Student satisfaction, thus, is a direct indicator of the effectiveness of the teaching-learning in the Institution. It may be impractical to capture this aspect from every student; however, every University can resort to a sample survey on a formalized basis to capture this significant feature. This is the reason the revised assessment framework of NAAC adopts a structured survey of student satisfaction.

## **Criterion III: - Research, Innovations and Extension**

This Criterion seeks information on the policies, practices and outcomes of the Institution, with reference to research, innovations and extension. It deals with the facilities provided and efforts made by the Institution to promote a ‘research culture’. The Institution has the responsibility to enable faculty to undertake research projects useful to the society. Serving the community through extension, which is a social responsibility and a core value to be demonstrated by Institutions, is also a major aspect of this Criterion.

The focus of Criterion III is captured in the following Key Indicators:

---

## **KEY INDICATORS**

- 3.1 \*Promotion of Research and Facilities
  - 3.2 Resource Mobilization for Research
  - 3.3 Innovation Ecosystem
  - 3.4 Research Publications and Awards
  - 3.5 \*Consultancy
  - 3.6 Extension Activities
  - 3.7 Collaboration
- 

\*Not Applicable to Affiliated Colleges

### **3.1 Promotion of Research and Facilities**

The promotion of research is a significant responsibility of the Universities without which a 'research culture' on campus cannot be realised. The Universities have to be actively engaged in this activity through evolving appropriate policies and practices, making adequate resources available, encouraging active research involvement of teachers and scholars in research as well as recognizing any achievement of teachers through research. It also includes responsiveness and administrative supportiveness (procedural flexibility) in the Institution in utilizing the supports and resources available at the Government agencies and/or other agencies. Required infrastructure in terms of space and equipment and support facilities are made available on the campus for undertaking research. The Institution should encourage collaborations with other agencies, Institutions, research bodies, for sharing research facilities and undertaking collaborative research.

### **3.2 Resource Mobilization for Research**

The Institution provides support in terms of financial, academic, human resources required and timely administrative decisions to enable faculty to submit project proposals and approach funding agencies for mobilizing resources for research. The Institutional support to its faculty for submitting research projects and securing external funding through flexibility in administrative processes and infrastructure and academic support are crucial for any Institution to excel in research. The faculty members are empowered to take up research activities utilizing the existing facilities. The Institution encourages its teaching staff and students to engage in interdisciplinary and interdepartmental research activities and resource sharing.

### **3.3 Innovation Ecosystem**

The Institution has created an ecosystem for innovation including incubation centre and other initiatives for creation and transfer of new knowledge. The Institution conducts workshop/seminars on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices. Awards for innovation won by Institution/teachers/research scholars/students, start-ups incubated on-campus are explicitly commended by the University.



### **3.4 Research Publications and Awards**

Exploration and reflection are crucial for any teacher to be effective in one's job. Quality research outcome is beneficial for the discipline, society, industry, region and the nation. Sharing of knowledge especially theoretical and practical findings of research through various media enhances the quality of teaching and learning. Research acumen in an Institution is an evolving feature reflecting various research output with clear records such as - doctoral, post-doctoral, projects, inventions and discoveries, number of patents obtained and number of quality research publications.

### **3.5 Consultancy**

Activity organized or managed by the faculty for an external agency for which the expertise and the specific knowledge base of the faculty becomes the major input. The finances generated through consultancy are fairly utilized by the Institution. The faculty taking up consultancy is properly rewarded. University is a resource pool with several persons engaged in research at various levels. Consultancy shows the credibility of the university's research acumen in the outside world. While the university personnel extend their expertise to other agencies, it also generates some revenue along with the research faculty. For this, it is necessary that the university has a formalized policy on consultancy with clear specification of revenue sharing between the teacher and the Institution. This may not be a formalized aspect of an affiliated college.

### **3.6 Extension Activities**

Learning activities have a visible element for developing sensitivities towards community issues, gender disparities, social inequity etc. and in inculcating values and commitment to society. Affiliation and interaction with groups or individuals who have an interest in the activities of the Institution and the ability to influence the actions, decisions, policies, practices or goals of the organization leads to mutual benefit to both the parties. The processes and strategies inherent in such activities relevantly sensitize students to the social issues and contexts. Sustainable practices of the Institution leading to superior performance results in successful outcomes in terms of generating knowledge useful for the learner as well as the community.

Extension also is the aspect of education which emphasizes community services. These are often integrated with curricula as extended opportunities, intended to help, serve, reflect and learn. The curriculum-extension interface has an educational value, especially in rural India.

### **3.7 Collaboration**

Through collaboration the Universities can maintain a closer contact with the work field. It helps keep the academic activities in the institution in a more realistic perspective and also expand the scope of learning experiences to students. Collaboration can be sought with academic Institutions or industry or other agencies of professional and social relevance. The range of activities could include training, student exchange, faculty exchange, research and resource sharing, among others. For making collaborative endeavor impactful, it is necessary that there is a formal agreement or understanding between the University and other HEIs or agencies for such activities.

## **Criterion IV: - Infrastructure and Learning Resources**

The adequacy and optimal use of the facilities available in an Institution are essential to maintain the quality of academic and other programmes on the campus. It also requires information on how every constituent of the Institution - students, teachers and staff - benefit from these facilities. Expansion of facilities to meet future development is included among other concerns.

The focus of Criterion IV is captured in the following Key Indicators:

---

### **KEY INDICATORS**

- 4.1 Physical Facilities
  - 4.2 Clinical, Equipment and Laboratory Learning Resources
  - 4.3 Library as a Learning Resource
  - 4.4 IT Infrastructure
  - 4.5 Maintenance of Campus Infrastructure
- 

#### **4.1 Physical Facilities**

Adequate infrastructure facilities are keys for effective and efficient conduct of the educational programmes. The growth of infrastructure thus has to keep pace with the academic developments in the Institution. The other supportive facilities on the campus are developed to contribute to the effective ambience for curricular, extra- curricular and administrative activities. A provision of expenditure in the budget is made annually for maintenance and replenishment of physical facilities which will ensure their availability on a continual basis.

#### **4.2 Clinical, Equipment and Laboratory Learning Resources**

This Key Indicator elicits information on how the teaching hospital and the laboratories function and serve as learning resources. Information about patient-friendly services, good clinical and laboratory practice guidelines and safety measures adopted are sought. Information on the availability of up-to-date diagnostic and therapeutic equipment's to ensure quality of service and patient safety are also sought in this Key Indicator.

#### **4.3 Library as a Learning Resource**

The library holdings in terms of books, journals, e-resources and other learning materials and technology-aided learning mechanisms which enable students to acquire information, knowledge and skills required for their study programmes. A recent development in the field due to availability of digital means, the functioning of the library has undergone a drastic change. Automation of library using the ILMS, use of e-journals and books, providing remote access to e-resources in the library have become a matter of necessity. Providing for these and such other developments as well as utilizing them well are important indicators of the quality of an academic Institution.

#### **4.4 IT Infrastructure**

The Institution adopts policies and strategies for adequate technology deployment and maintenance. The ICT facilities and other learning resources are adequately available in the Institution for academic and administrative purposes. The staff and students have access to technology and information retrieval on current and relevant issues. The Institution deploys and employs ICTs for a range of activities.

#### **4.5 Maintenance of Campus Infrastructure**

Having adequate infrastructure is not enough for effective Institutional functioning, but regular maintenance and periodic replenishment of infrastructure is essential. It is necessary that the Institution has sufficient resources allocated for regular upkeep of the infrastructure and there are effective mechanisms for the upkeep of the infrastructure facilities; and promotes the optimum use of the same.

### **Criterion V: - Student Support and Progression**

The highlights of this Criterion V are the efforts of an Institution to provide necessary assistance to students, to enable them to acquire meaningful experiences for learning at the campus and to facilitate their holistic development and progression. It also looks into student performance and alumni profiles and the progression of students to higher education and gainful employment.

The focus of Criterion V is captured in the following Key Indicators:

---

#### **KEY INDICATORS**

- 5.1 Student Support
  - 5.2 Student Progression
  - 5.3 Student Participation and Activities
  - 5.4 Alumni Engagement
- 

#### **5.1 Student Support**

Facilitating mechanisms like guidance and counseling cell, placement cell, grievance redressal cell and welfare measures to support students are deemed to be essential. Specially-designed inputs are to be provided to the needy students with learning difficulties. Provision is made for bridge and value added courses in relevant areas. Institution has a well structured, organized guidance and counseling system in place. Students benefited through scholarships, free ships and other means should be identified by Universities.

#### **5.2 Student Progression**

The Institution's concern for student progression to higher studies and/or to employment is a pertinent issue. Identify the reasons for poor attainment and plan and implement remedial measures. Sustainable good practices which effectively support the students facilitate optimal progression. The Institutional provisions facilitate vertical movement of students from one level of education to the next

higher level or towards gainful employment. Student qualifying for state/national/international level exam or competition should be identified by HEIs.

### **5.3 Student Participation and Activities**

The Institution promotes inclusive practices for social justice and better stakeholder relationships. The Institution promotes value-based education for inculcating social responsibility and good citizenry amongst its student community. The Institution has the required infrastructure and promotes active participation of the students in social, cultural and leisure activities. Encouraging students' participation in activities facilitates developing various skills and competencies and foster holistic development.

### **5.4 Alumni Engagement**

The Alumni are a strong support to the Institution. An active Alumni Association can contribute to academic matters, student support as well as mobilization of resources – both financial and non financial. The Institution nurtures the alumni association/chapters to facilitate them to contribute significantly to the development of the Institution through financial and non-financial means.

## **Criterion VI: - Governance, Leadership and Management**

Effective functioning of an Institution can be gauged by the policies and practices it has evolved in the matter of planning human resources, recruitment, training, performance appraisal, financial management and the overall role of leadership.

The focus of Criterion VI is captured in the following Key Indicators:

---

#### **KEY INDICATOR**

- 6.1 Institutional Vision and Leadership
  - 6.2 Strategy Development and Deployment
  - 6.3 Faculty Empowerment Strategies
  - 6.4 Financial Management and Resource Mobilization
  - 6.5 Internal Quality Assurance System (IQAS)
- 

### **6.1 Institutional Vision and Leadership**

Effective leadership by setting values and participative decision- making process is key not only to achieve the vision, mission and goals of the Institution but also in building the organizational culture. The formal and informal arrangements in the Institution to co-ordinate the academic and administrative planning and implementation reflects the Institution's efforts in achieving its vision.

### **6.2 Strategy Development and Deployment**

Leadership provides clear vision and mission to the Institution. The functions of the Institution and its academic and administrative units are governed by the principles of participation and transparency. Formulation of development objectives, directives and guidelines with specific plans for implementation by aligning the academic and administrative aspects improves the overall quality of the Institutional provisions.

### **6.3 Faculty Empowerment Strategies**

The process of planning human resources including recruitment, performance appraisal and planning professional development programmes and seeking appropriate feedback, analysis of responses and ensure that they form the basis for planning. Efforts are made to upgrade the professional competence of the staff. There are mechanisms evolved for regular performance appraisal of staff.

### **6.4 Financial Management and Resource Mobilization**

Budgeting and optimum utilization of finance as well as mobilization of resources are the issues considered under this Key Indicator. There are established procedures and processes for planning and allocation of financial resources. The Institution has developed strategies for mobilizing resources and ensures transparency in financial management of the Institution. The income and expenditure of the Institution are subjected to regular internal and external audit.

### **6.5 Internal Quality Assurance System (IQAS)**

The internal quality assurance systems of HEIs are self-regulated responsibilities of the higher education Institutions aimed at continuous improvement of quality and achieving academic excellence. The Institution has mechanisms for academic and administrative auditing. It adopts quality management strategies in all academic and administrative aspects. The Institution has an IQAC and adopts a participatory approach in managing its provisions.

## **Criterion VII: - Institutional Values and Best Practices**

An educational Institution operates in the context of the larger education system in the country. In order to be relevant in changing national and global contexts an educational institution has to be responsive to the emerging challenges and pressing issues. It has a social responsibility to be proactive in the efforts towards development in the larger contexts. This role of the Institution is reflected in terms of the kinds of programmes, activities and preferences (values) that it incorporates within its regular functioning. The extent to which an Institution is impactful in this is a sure reflection of its quality.

Every Institution has a mandate to be responsive to pressing issues such as gender equity, environmental consciousness and sustainability, inclusiveness and professional ethics, but the way it addresses these and evolves practices will always be unique. Every Institution faces and resolves various kinds of internal pressures and situations while doing this. Some meaningful practices pertinent to such situations are evolved within the Institution and these help smooth functioning and also lead to enhanced impact. Such practices which are evolved internally by the Institution leading to improvements in any aspect of its functioning – academic, administrative or organizational, - are recognized as a “best practices”. Over a period of time, due to unique ways of functioning, each Institution develops a distinct characteristic which becomes its recognizable attribute.

The focus of Criterion VII is captured in the following Key Indicators:

---

## KEY INDICATORS

- 7.1 Institutional Values and Social Responsibilities
- 7.2 Best Practices
- 7.3 Institutional Distinctiveness

---

### 7.1 Institutional Values and Social Responsibilities

The Institution organizes gender equity promotion programmes. The Institution displays sensitivity to issues like climate change and environmental issues. It adopts environment-friendly practices and takes necessary actions such as – energy conservation, rainwater and roof-water harvesting, waste recycling (solid/liquid waste management, e-waste management), carbon neutral, green practices etc. The Institution facilitates the differently-abled (Divyangjan friendliness), effective dealing of location advantages and disadvantages (situatedness), explicit concern for human values and professional ethics etc. In other words, the concerns for social responsibilities as well as the values held by the Institution are explicit in its regular activities.

### 7.2 Best Practices

Any practice or practices that the Institution has internally evolved and used during the last few years leading to positive impact on the regular functioning of the Institution can be identified as “best practice/s”. These are not any activity prescribed by some authority. At some point in time the Institution evolves some innovation or a change in some aspect of its functioning. This practice is relevant mainly within the Institution at a given point of time. It could be in respect of teaching learning, office practices, maintenance and upkeep of things or dealing with human beings or money matters. But adopting that practice has resolved the difficulty or has brought in greater ease in working in that aspect. In brief, these ‘*best practices*’ are relevant within the Institutional context and may pertain to either academic or administrative or organizational aspects of Institutional functioning.

### 7.3 Institutional Distinctiveness

Every Institution would like to be recognized for certain of its attributes which make it ‘*distinct*’, or, one of its kinds. Such attributes characterize the Institution and are reflected in all its activities in focus and practice.

## IV. ELIGIBILITY FOR ASSESSMENT AND ACCREDITATION BY NAAC

Higher Education Institutions (HEIs), **if they have a record of at least two batches of students graduated or been in existence for six years, whichever is earlier**, are eligible to apply for the process of Assessment and Accreditation (A&A) of NAAC, and fulfil the other conditions or are covered by the other provisions, if any, mentioned below:

### 1. Universities (Central/State/Private/Deemed-to-be) and Institutions of National Importance

- a. Provided the Institutions /Deemed –to-be Universities and their off-campuses if any are approved by MHRD/UGC. NAAC will not consider the unapproved off-campuses for A&A.
- b. Provided that these Institutions have regular students enrolled in to the full time teaching and Research programmes offered on campus.
- c. Provided further that the duly established campuses within the country, if any, shall be treated as part of the Universities / Institutions of National Importance for the A&A process.

d. NAAC will not undertake the accreditation of off-shore campuses

## 2. **Constituent Colleges/ Affiliated Colleges** (affiliated to universities recognised by UGC as an affiliating University)

- a) Provided the Colleges are affiliated to a University recognised by UGC for the purposes of affiliation. Constituent colleges of a Private and Deemed- to-be Universities are considered as the constituent units of the University and thus will not be considered for A&A independently. Such constituent colleges need to come along with the University
- b) Provided the Colleges/Institutions not Affiliated to a University are offering programmes recognized by Statutory Professional Regulatory Councils and have been recognised by Association of Indian Universities(AIU) or other such Government agencies concerned, as equivalent to a degree programme of a University

## 3. **Accredited HEIs applying for Re-assessment or Subsequent Cycles (Cycle 2, Cycle 3, Cycle 4....) of Accreditation**

- a) Institutions, which would like to make an improvement in the accredited status, may apply for **Re-assessment**, after a minimum of one year and before three years of accreditation subject to the fulfillment of other conditions specified by NAAC from time to time for the purpose.
- b) Institutions opting for **Subsequent Cycles (Cycle 2, Cycle 3, Cycle 4....) of Accreditation** can submit the Institutional Information for Quality Assessment (IIQA), beginning of the last quarter of the validity period subject to the fulfillment of other conditions specified by NAAC from time to time for the purpose.

## 4. **Any other HEIs** at the discretion of NAAC.

**Note:** All the Institutions intending to apply for Assessment and Accreditation by NAAC need to mandatorily upload the information on All India Survey on Higher Education (AISHE) portal. AISHE code (reference number) is one of the requirements for Registration.

## V. Essential Note to HEIs for the selection of Manual for A&A:

I. All the multi-faculty Universities with **more than 60%** of their departments out of the total number of the departments in the University which are coming under the Faculties of Medicine, Dentistry, Nursing, Physiotherapy, Allied Health Sciences, Ayurveda, Yoga /Naturopathy, Unani, Siddha and Homeopathy (AYUSH) will have to mandatorily adopt the Manual for Health Sciences Universities for their Assessment and Accreditation.

II. All the multi-faculty Universities with **less than 60%** of their departments out of the total number of the departments in the University which are coming under the Faculties of Medicine, Dentistry, Nursing, Physiotherapy, Allied Health Sciences, Ayurveda, Yoga /Naturopathy, Unani, Siddha and Homeopathy (AYUSH) can choose either the General Universities Manual or the Health Sciences Universities Manual.

III. Health Science Universities are eligible to apply for Assessment and Accreditation by NAAC only if they are

- Duly recognized by their respective Statutory Councils/ Authorities.
- Have completed 6 years since their establishment or have a record of at least 2 batches of students having completed their degree programs, whichever is earlier.
- Should have minimum of 5 teaching and research departments at the main University campus.

The SSR has to be filled in an online format available on the NAAC website. The QIF given below presents the Metrics under each Key Indicator (KI) for all the seven Criteria.

While going through the QIF, details of each Metric are given in the form of:

- *Data required*
- *Formula* for calculating the information, wherever required, and
- *File description – for uploading of the document(s)* wherever required.

These will help Institutions in the preparation of their SSR.

For some Qualitative Metrics (Q<sub>1</sub>M) which seek descriptive data, it is specified as to what kind of information has to be given and how much. It is advisable to keep data accordingly compiled beforehand.

For the Quantitative Metrics (Q<sub>n</sub>M) wherever formula is given, it must be noted that these are given merely to inform the HEIs about the manner in which the data submitted will be used. *That is, the actual online format seeks **only** data in specified manner which will be subsequently processed digitally.*

Metric wise-weightages are also given.

The actual online format may change slightly from the QIF as given in this Manual, in order to bring compatibility with the IT design. Observe this carefully while filling up.

## **VI. Approaches / policies adopted by NAAC in the development of Manual of Health Sciences for Universities.**

1. Essence of the Revised Accreditation Framework (RAF) is retained in the manual of Health Sciences for Universities. Details are as under:

The Revised Assessment and Accreditation Framework was launched in July 2017. It represents an explicit Paradigm Shift making it ICT-enabled, objective, transparent, scalable, rigorous and robust.

The Shift is:

- from qualitative peer judgement to data based quantitative indicator evaluation with increased objectivity and transparency
  - towards extensive use of ICT confirming scalability and robustness
  - in terms of simplification of the process resulting in drastic reduction in number of questions, size of the report, visit days, and so on
  - Introducing Pre-qualifier for peer team visit, as 25% of system generated score.
  - introducing System Generated Scores (SGS) with the combination of online evaluation (about 65%) and peer judgement (about 35%) in Health Sciences
  - in the data/supporting documents submitted during online submission of SSR by HEIs - the element of third party verification and validation of data (DVV process)
  - in providing appropriate differences in the metrics, weightages and benchmarks to universities and affiliated/constituent colleges after pilot study of Health Sciences Institutions
  - feedback analysis in revising several metrics to bring in enhanced participation of students and alumni in the assessment process
  - Introduction of Student Satisfaction Survey under 2.7 of Manual
2. Integrating essential components of Health Sciences Institutions in the manual of Health Sciences for Assessment & Accreditation and Inclusion of new key indicators and metrics related to Health Sciences (VED-Vital ,essential, desirable ] in the rationalization.



3. Option to opt out non applicable metrics to a maximum of 50 weightage – is not allowed in Health Sciences manual because of the nature of Professional courses / subjects of study as stipulated by Statutory Regulatory Bodies.
4. Based on perception of Health Sciences universities, discipline specific metrics are in place in the manual of Health Sciences for Universities
5. Ratio of QnM & QIM = 65% : 35%
6. Selection of Manual of Health Sciences by HEIs :

All those Universities with more than 60% of their departments and their teaching programmes under the Faculties of Medicine, Dentistry, Nursing, Physiotherapy, Public Health, Allied Health Sciences, Biomedical Sciences and AYUSH will have to mandatorily adopt Health Sciences Universities Manual of NAAC for their Assessment and Accreditation.

Those Universities which are multi-faculty with less than 60% of their departments and teaching programmes under the Faculties of Medicine, Dentistry, Nursing, Physiotherapy, Public Health, Allied Health Sciences, Biomedical Sciences and AYUSH can choose either the General Universities Manual or the Health Sciences Universities Manual as per their preference and depending upon the faculties of teaching they have under their ambit.

.....

## VIII. Statistical Information

**Table – 1: QIF for Manual of Health Sciences for Universities**

	Criterion I	Criterion II	Criterion III	Criterion IV	Criterion V	Criterion VI	Criterion VII	Total
<b>QIM</b>	4	4	6	10	3	10	7	44
<b>QnM</b>	8	18	24	9	10	6	6	81
<b>Total</b>	12	22	30	19	13	16	13	125

**Table – 2: Weightage wise- QIM & QnM for Manual of Health Sciences for Universities**

Criterion number	Criterion	Number of Questions (QnM & QIM)	Qualitative metrics, Questions (QIM) (Weightage)	Quantitative Metrics Questions (QnM) (Weightage)	Total Qualitative Metrics (QIM) (Weightage)	Total Quantitative Metrics (QnM) (Weightage)	Total QIM & QnM weightage
1.	Curricular Aspects	12	4 (20+15+10+5)	8 (15+10+15+15+13+12+10+10)	50	100	150
2.	Teaching-Learning and Evaluation	22	4 (8+6+10+10)	18 (3+4+3+7+8+5+6+15+12+10+8+10+10+5+5+10+15+30)	34	166	200
3.	Research, Innovation and Extension	30	6 (3+5+6+10+5+15)	24 (5+3+4+10+5+5+10+5+4+5+7+10+10+16+20+8+4+13+12+5+15+10+10+10)	44	206	250
4.	Infrastructure and Learning Resources	19	10 (5+5+5+15+5+4+3+5+5+5)	9 (5+7+3+3+5+5+5+5+5)	57	43	100
5.	Student Support and Progression	13	3 (2+5+5)	10 (10+7+5+6+10+15+15+10+5+5)	12	88	100
6.	Governance, Leadership and Management	16	10 (5+5+5+5+5+3+8+5+10+10)	6 (5+5+5+7+7+10)	61	39	100
7.	Institution Values and Best Practices	13	7 (5+4+5+4+5+30+20)	6 (5+4+4+5+4+5)	73	27	100
<b>Total</b>		<b>125</b>	<b>44</b>	<b>81</b>	<b>331</b>	<b>669</b>	<b>1000</b>

**Table – 3: HEALTH SCIENCES UNIVERSITIES  
DISTRIBUTION OF KIs & METRICS**

<b>NAAC BENCHMARKS</b>	<b>HEALTH SCIENCES UNIVERSITIES</b>
<b>Criteria</b>	<b>7</b>
<b>Key Indicators</b>	<b>35</b>
<b>Total Metrics (QIM &amp; QnM)</b>	<b>125</b>
<b>QIM (35%)</b>	<b>44</b>
<b>QnM (65%)</b>	<b>81</b>
<b>Total Weightage</b>	<b>1000</b>

**Table – 4: Weightage wise analysis of Manual of Health Sciences Universities**

Criteria	Key Indicators (KIs)	Health Sciences Universities
<b>1. Curricular Aspects</b>	1.1 *(U)Curriculum Design and Development	50
	1.1. *(A) Curricular Planning and Implementation	NA
	1.2 Academic Flexibility	40
	1.3 Curriculum Enrichment	40
	1.4 Feedback System	20
	<b>Total</b>	<b>150</b>
<b>2. Teaching-Learning and Evaluation</b>	2.1 Student Enrolment and Profile	10
	2.2 Catering to Student Diversity	15
	2.3 Teaching-Learning Process	25
	2.4 Teacher Profile and Quality	55
	2.5 Evaluation Process and Reforms	40
	2.6 Student Performance and Learning Outcomes	25
	2.7 Student satisfaction Survey	30
	<b>Total</b>	<b>200</b>
<b>3. Research, Innovations and Extension</b>	3.1 Promotion of Research and Facilities	30
	3.2 Resource Mobilization for Research	20
	3.3 Innovation Ecosystem	20
	3.4 Research Publications and Awards	100
	3.5 Consultancy	15
	3.6 Extension Activities	45
	3.7 Collaboration	20
	<b>Total</b>	<b>250</b>

<b>4. Infrastructure and Learning Resources</b>	4.1 Physical Facilities	<b>20</b>
	4.2 Clinical and Laboratory Learning Resources	<b>30</b>
	4.3 Library as a Learning Resource	<b>20</b>
	4.4 IT Infrastructure	<b>20</b>
	4.5 Maintenance of Campus Infrastructure	<b>10</b>
	<b>Total</b>	<b>100</b>
<b>5. Student Support and Progression</b>	5.1 Student Support	<b>30</b>
	5.2 Student Progression	<b>40</b>
	5.3 Student Participation and Activities	<b>20</b>
	5.4 Alumni Engagement	<b>10</b>
	<b>Total</b>	<b>100</b>
<b>6. Governance, Leadership and Management</b>	6.1 Institutional Vision and Leadership	<b>10</b>
	6.2 Strategy Development and Deployment	<b>15</b>
	6.3 Faculty Empowerment Strategies	<b>25</b>
	6.4 Financial Management and Resource Mobilization	<b>20</b>
	6.5 Internal Quality Assurance System	<b>30</b>
	<b>Total</b>	<b>100</b>
<b>7. Institutional Values and Best Practices</b>	7.1 Institutional Values and Social Responsibilities	<b>50</b>
	7.2 Best Practices	<b>30</b>
	7.3 Institutional Distinctiveness	<b>20</b>
	<b>Total</b>	<b>100</b>
	<b>TOTAL SCORE</b>	<b>1000</b>

On the basis of the CGPA obtained by the institution in maximum possible score of 4.00, the final grade is assigned on a seven point scale. The seven point scale refers to the seven letter grades each aligned to the seven specific score-range.

Table 5 : Institutional Grades and Accreditation Status

Range of Institutional Cumulative Grade Point Average (CGPA)	Letter Grade	Status
3.51 - 4.00	A++	Accredited
3.26 - 3.50	A+	Accredited
3.01 - 3.25	A	Accredited
2.76 - 3.00	B++	Accredited
2.51 - 2.75	B+	Accredited
2.01 - 2.50	B	Accredited
1.51 - 2.00	C	Accredited
≤ 1.50	D	Not Accredited

## VIII. THE ASSESSMENT PROCESS



The assessment process will be carried out in three stages. As stated earlier, it will comprise of three main components, viz., Self Study Report (SSR), Student Satisfaction Survey and the Peer Team Report. The SSR has a total of 109 Metrics for Part A of the Colleges Manual covering the seven Criteria described earlier (refer table 2 & 3 for details). The SSR has two kinds of Metrics: one, those requiring quantifiable facts and figures as data which have been indicated as ‘*quantitative metrics*’ (Q<sub>n</sub>M); and two, those metrics requiring descriptive responses and are accordingly named ‘*qualitative metrics*’ (Q<sub>i</sub>M). Table 1 depicts the distribution of Key Indicators (KIs) and Metrics across them.

## IX. PROCEDURAL DETAILS for IIQA/SSR submission online for Health Sciences Institutions

HEIs are expected to read the below given details carefully and note the specifications of the revised process of A&A.

1. Eligible HEIs seeking A&A are required to submit Institutional Information for Quality Assessment (IIQA) online any time during the year. Duly filled IIQAs of eligible HEIs will be accepted by NAAC for further processing and others will be rejected.
2. In case of rejection of IIQA applications, specific suggestions would be given to HEIs to facilitate them to resubmit the IIQA. An institution can reapply twice after the first attempt, which has resulted in rejection. That is, each HEI is permitted three attempts in a year with a single fee. After this, it will be considered a fresh application with required fees to be remitted again.
3. After the acceptance of IIQA, the institution will be asked to fill the SSR with the required document(s) to be uploaded in the portal of NAAC website within a stipulated time of 45 days. The SSR of the HEI will then be subjected to further process. As preparation of SSR is a systematic process, it is suggested that the HEIs should be ready with the soft copy of the SSR and related documents well in advance of submitting the IIQA. Those institutions who fail to submit the SSR within the stipulated time will have to apply afresh starting from the submission of the IIQA & its fees. In any case, fees once remitted for IIQA will not be refundable.

4. The SSR has to be uploaded as per the format in the portal of NAAC. After submission of the SSR on NAAC portal, HEI would receive an auto generated link/ID of SSR in their registered email id. The same SSR in .pdf format should be then uploaded on institutional website.
5. The SSR has to be submitted only online. HEIs should make necessary preparations with the required data, documents and/or responses before logging on to the NAAC website for submission of SSR online. Careful study of the Manual will be of great help in this regard.
6. As indicated earlier, the SSR comprises both Qualitative and Quantitative metrics. The Quantitative Metrics (Q<sub>n</sub>M) add up to about 65% and the remaining about 35% are Qualitative Metrics (Q<sub>1</sub>M).
7. The Institution shall/should visit the NAAC website for the latest Standard Operating Procedures for Data Validation and Verification. The data submitted on Quantitative Metrics (Q<sub>n</sub>M) will be subjected to a verification and validation exercise with the help of Data Validation and Verification (DVV) process organized by NAAC. The Peer Team on site will review the responses to Qualitative Metrics (Q<sub>1</sub>M) only after the institution clears the Pre-qualifier stage.
8. Any Institution found to be providing wrong information/data during Validation and Verification stage will be asked for clarifications. Based on clarifications submitted by the HEIs the data will be again sent for DVV process. The process of Data Validation and Verification (DVV) will be done within 30 days.
9. **Pre-qualifier:** The Quantitative Metrics (Q<sub>n</sub>M) of SSR will be sent for Data Validation and Verification (DVV) Process. After DVV process, a DVV Deviation report will be generated. On the basis of the Deviation report, the A&A process will proceed further as per the following conditions:
  - a) HEI whose Metrics are found to be deviated will be liable for penalty or legal action. Their first installment of accreditation fees will also be forfeited, and the name of such an HEI will be sent to statutory authorities for further actions.
  - b) HEI that clears the DVV process will proceed for Peer Team Visit with a condition of a Pre-qualifier, that the HEI should score at least 25% in Quantitative Metrics (Q<sub>n</sub>M) as per the final score after the DVV Process. If the HEI does not clear the Pre-qualifier stage then they will have to apply afresh by submitting the IIQA and its fees. Such HEIs are eligible to apply again only after six months.
10. After the DVV process, NAAC will intimate the HEI, within 10 days stating that they have successfully cleared the Pre-qualifier. This indicates that the institution has entered the next round of assessment to be done by the Peer Team during their on-site visit. The focus of Peer Team visit will be on the 30% Qualitative Metrics (Q<sub>1</sub>M).
11. **Student Satisfaction Survey (SSS):** It will be conducted by NAAC as per the following conditions:
  - a) SSS will be conducted simultaneously with the DVV process.
  - b) Institutions will have to submit the entire database of students with e-mail/mobile numbers, at the time of filling of online SSR itself.
  - c) The SSS questionnaire (20 objective & 01 subjective for Colleges and for Universities 22 objective & 01 subjective) will be e-mailed to all students and the following rule will be applied for processing the responses.
    - i. For colleges – (UG/PG and Autonomous) responses should be received from at least 10% of the student population or 100, whichever is less.
    - ii. For Universities – 10% of the student population or 500 whichever is less.
  - d) If the response rate is lower than the limits mentioned by NAAC, the metric will not be taken up for evaluation.
  - e) SSS will be completed within one month after its initiation.

12. Peer Team visit of the institution should not exceed three months after clearance of the Pre-qualifier stage.
  13. Based on the size and scope of academic offerings at the HEIs, the number of days and experts for onsite visit may vary from 2-3 days with 3-5 expert reviewers visiting the institutions. The visiting teams' role would be very specific in the revised model limited to Qualitative Metrics (QM). The teams would play an important role in reviewing the intangible aspects.
  14. Unlike earlier, NAAC will not pre-disclose the details of the visiting teams and HEIs will not be responsible for Logistics for the Visiting Teams. Hence forth NAAC will directly take care of all the logistics arrangements to the Peer Teams visiting the institutions. All payment towards TA, DA, Honorarium, etc., will be directly paid by NAAC to the nominated members. There would be no financial transactions between the Institution and the visiting Peer team members of NAAC.
  15. The institutions need to add a link in home page of their institutional website for NAAC records/files viz., SSR, Peer Team Report, AQAR, Certificate of NAAC and Accreditation documents etc., for easy access by its stakeholders. The said link should be clearly visible/ highlighted.
  16. **Guidelines for filling up Self-Study Report (SSR):**
    - **Extended profile contains all the questions, which are basically the figures of denominators of the formulas used for calculation of various Metrics values.**
    - There are Tool Tips at various places in portal, such as Metrics, sub-metrics, upload, etc. which are given as guidance regarding the sort of data required to be submitted by the institution. The Tool Tip is denoted in the form of . Institutions are required to go through the respective Tool Tip thoroughly before filling the data.
    - The data filled should contextualise with the related metrics. There is an upload limit for the documents to be uploaded for various Metrics, if the size of the document exceeds that limit, Institution may upload the same in their own website with password protection, if required. The link of the said uploaded document should be given in the portal.
    - There is a fixed timeline for the entire DVV process. Institutions are supposed to respond within the stipulated time given by the DVV partner, during DVV clarification stage. If not responded within the given time frame, DVV partner's recommended input value will be taken as the final value.
    - The data of the students for Student Satisfaction Survey (SSS) has to be submitted concurrently with the online submission of SSR.
    - Where so ever 'Asterisk Red mark'  is indicated in the portal, it should be understood as a mandatory requirement.
  17. **Regarding withdrawal of SSR submitted :**
    - The HEIs which have submitted their SSRs will not be allowed to withdraw from the process at any stage.
    - If an HEI which has submitted its SSR, for any reason, does not complete the A&A process, the information that it has withdrawn / not completed the process should be hosted both, on the websites of the HEI and NAAC. Such a HEI will be allowed to apply for A&A only after a period of three years.
-



## X. ASSESSMENT OUTCOME

The final result of the Assessment and Accreditation exercise will be an ICT-based score, which is a combination of evaluation of qualitative and quantitative metrics. This will be compiled as a document comprising three parts.

### **PART I - Peer Team Report**

- Section 1: Gives the **General Information** of the institution and its context.
- Section 2: Gives Criterion wise analysis based on peer evaluation of qualitative indicators. Instead of reporting with bullet points, this will be a **qualitative, descriptive assessment report** based on the Peer Team's critical analysis presenting strengths and weaknesses of HEI under each Criterion
- Section 3: Presents an **Overall Analysis**, which includes Institutional Strengths, Weaknesses, Opportunities and Challenges.
- Section 4: Records **Recommendations for Quality Enhancement of the Institution** (not more than 10 major ones)

### **PART II - Graphical representation based on Quantitative Metrics ( $Q_nM$ )**

This part will be a **System Generated Quality Profile** of the HEI based on statistical analysis of quantitative indicators in the NAAC's QIF (quality indicator framework). Graphical presentation of institutional features would be reflected through synthesis of quantifiable indicators.

### **PART III - Institutional Grade Sheet**

Contains the **Institutional Grade Sheet** which is based on qualitative indicators, quantitative indicators and student satisfaction survey using existing calculation methods but it will be generated by a software.

*The above three parts will together form the "NAAC Accreditation Outcome" document. It is mandatory for the HEIs to display it on their institutional website apart from NAAC hosting it on its website.*

### **Calculation of Institutional CGPA**

The CGPA will be calculated based on the scores obtained from the three sources, viz., The System Generated Scores (SGS) of the quantitative metrics which comprise about 70% of the total, the scores from the qualitative metrics which includes critical appraisal by the Peer Team through on site visit and the scores obtained on the Student Satisfaction Survey. These will be collated through an automated process based on 'benchmarks' as set by the NAAC and assessed on a five point scale, viz., (0, 1, 2, 3 & 4).

## The Final Grade

Based on the CGPA obtained by the institution in maximum possible score of 4.00, the final grade is assigned on a Seven-Point Scale as shown below. The seven point refers to the seven letter grades each aligned to the seven specific score range.

**Institutional Grades and Accreditation Status**

Range of Institutional Cumulative Grade Point Average (CGPA)	Letter Grade	Status
3.51-4.00	A++	Accredited
3.26-3.50	A+	Accredited
3.01-3.25	A	Accredited
2.76-3.00	B++	Accredited
2.51-2.75	B+	Accredited
2.01-2.50	B	Accredited
1.51-2.00	C	Accredited
≤ 1.50	D	Not Accredited

Institutions which secure a CGPA equal to or less than 1.50 are notionally categorized under the letter grade “D”. Such unqualified institutions will also be intimated and notified by NAAC as “Assessed and Found not qualified for Accreditation”.

## XI. MECHANISM FOR INSTITUTIONAL APPEALS

The process of Assessment and Accreditation is viewed as an exercise in partnership done jointly by the NAAC and the institution being assessed. Every stage of the process is marked by transparency. The institution is consulted at various stages of the process – eliminating conflict of interest with the peers, planning the visit schedule, sharing the draft peer team report before the team leaves the campus etc. In spite of this participatory approach, there may be institutions that might have grievances to be addressed. Therefore, to provide a review mechanism for institutions who are aggrieved about the process or its outcome or any other issues related thereof, the NAAC has evolved **Mechanism for Institutional Appeals**. For details, visit the NAAC website.

(<http://www.naac.gov.in/images/docs/announcement/Guidelines-for-Grievance-Redressal-Appeals-6-apr-21.pdf>)

### Appeals Process:

#### Appeal by the institution to the Director, NAAC

An Appeal is the request by an institution to review its grading on valid grounds, after the announcement of A&A result on the NAAC website.

**Submission of Appeal Intent and Appeal Proforma:** An Appeal is a request by an institution to review its grading on valid grounds concerning Qualitative and Quantitative assessment/s, after the declaration of Assessment and Accreditation Result.

- A. Any institution can submit an Appeal Intent Online through the HEI portal within Fifteen (15) Days from the date of declaration of the A&A result on the HEI portal. The grade obtained by the institution will be Kept in Abeyance (not be published) on the NAAC website upon receiving the Appeal Intent within the stipulated period from the HEI.
- B. Once an institution has submitted Appeal Intent, the institution may fill and submit an appeal online through the HEI portal in prescribed proforma as given at Annexure-1 / Annexure-2 within Forty-Five (45) days from the date of declaration of the A&A result on the HEI portal along with a non-refundable fee of Rs 50,000/- (Rupees Fifty Thousand Only) + GST as applicable through online payment option available on the HEI portal. In any case date of submission of Appeal shall not be beyond 45 days from the date of declaration of results on the NAAC website.
- C. After declaration of accreditation result the Institution can view the Assessment Outcome Document (AOD) which includes Peer Team Report, Graphical representation based on Quantitative (QnM) & Qualitative (QIM) Metrics, Institutional Grade Sheet and Peer Team Metric wise Score Report on the HEI portal. Also, the institution can rely on changes of values made in the Self Study Report (SSR) based on the data validation and verification process available as a part of the deviation report in the updated SSR

**Appeal Process: Stages of the Procedure:**

- A. All correspondence relating to Appeals if any will be done by the Convener with the HEI's. The appeal submitted to NAAC through online HEIs in the portal will be sent to the Chairperson and/or the Peer Team Members seeking comments individually or collectively. The Appeal along with the comments of the Chairperson and/or the Peer Team Members will be placed before the AC by Convener. The AC at its discretion may call for additional information or seek clarification from the institution or from any other body or individuals who can be of help.
- B. If the AC decides to provide an opportunity for the institution to present their case, the Chairperson of the Peer Team that visited the institution will also be called for the hearing.
- C. After the hearing, the Appeals Committee will make a recommendation to EC on the necessary action to address the grievance. If the AC is satisfied that there is a possible error in judgment/perception of the peer team which visited the institution, it may recommend a Peer Team Re-Visit. If the AC recommends re-visit to the institution, expenses towards the same will be borne by the NAAC.
- D. In case, if AC is satisfied that there is an error of judgement or other issues during the Data Validation and Verification (DVV) process which has influenced/impacted the scores, then revaluation of the metrics appealed by HEI may be recommended. This revaluation of Quantitative Metrics (QnM) shall be conducted by another DVV partners (other than the one who originally did the DVV process).
- E. The recommendation of either Peer Team Re-Visit and/or Re-Data Validation & Verification or No Change shall be placed before Executive Committee (EC) of NAAC.
- F. The Institution will not be allowed to re-submit SSR afresh on the portal for appeal 5 made. The original SSR on the portal remains unaltered and the QIM part only will be considered for the re-visit by the new peer team constituted by NAAC.

- G. The Executive Committee (EC) of NAAC will be the final authority to decide on the recommendations of the Appeals Committee. The decision of the EC will be notified to the institution.
- H. The outcome of the Appeal process whether it may be Re-Visit and/or Re-Data Validation & Verification by DVV partner or No Grade Change shall be final; there will be no further appeal on the appeal preferred. However, the HEI's are at liberty to apply for Re-Assessment as per NAAC norms and Guidelines displayed on the NAAC website.
- I. Delay in submission of Appeal Intent or appeal online after the specified 45 days, up to 15 days shall be condoned by the Director, NAAC for justifiable reasons.
- J. All appeals in RAF (received earlier and now on) shall be disposed off as per these guidelines.

**Repeal :** If any further question arises in the interpretation of guidelines, the decision of Director, NAAC in consultation with Chairman, Executive Committee (EC) of NAAC shall be final.

## **XII. RE-ASSESSMENT**

Institutions, which would like to make an improvement in the accredited status, may volunteer for re-assessment, after **completing at least one year, but not after the completion of three years**. The option can be exercised only once in a cycle. Re-assessed institution cannot come for another re-assessment in the same cycle. The current procedures and methodology including the manual for the Assessment and Accreditation is applicable for all institutions applying for re-assessment. However, the institution shall make specific responses based on the recommendations made by the peer team in the previous assessment and accreditation report, as well as the specific quality improvements made by the institution in the intervening period. The fee structure and other process would be as per the current procedures of Assessment and Accreditation (more details can be obtained from NAAC website). Institutions that volunteer for re-assessment will not be eligible for fee waiver and reimbursement of accreditation expenses.

## **XIII. SUBSEQUENT CYCLES OF ACCREDITATION**

The methodology for subsequent cycles of accreditation remains the same. However, due consideration would be given to the post-accreditation activities of the institution resulting in quality improvement, quality sustenance and quality enhancement. In the SSR institutions opting for subsequent cycles of accreditation need to highlight the significant quality sustenance and enhancement measures undertaken during the last four-year tenure of the previous cycle of accreditation (narrative not exceeding 10 pages). A functional Internal Quality Assurance Cell (IQAC) and timely submission of Annual Quality Assurance Reports (AQARs) are the Minimum Institutional Requirements (MIR) to volunteer for second, third or fourth cycle accreditation.

Institutions intending to be assessed to continue their accreditation need to apply afresh by submission of A&A application during the last six months of their validity period of the previous cycle of A&A.

**It may be noted that institutions under the third cycle of A&A which have obtained the highest grade for two consecutive cycles and have retained their grade in the third cycle also, will have their accreditation validity for 7 years instead of 5 years. Highest grade would refer to A++ and A+ , that is, a CGPA of 3.51 and above, out of 4 in the currently enforced seven point scale or on the earlier used nine point scale, a grade of A and above ( institutional score of 85-100).**

## XIV. THE FEE STRUCTURE AND OTHER FINANCIAL IMPLICATIONS

(w.e.f. April 01, 2021)

**Note:** New fees structure is applicable to HEIs who are submitting IIQA fees on or after April 01, 2021.

<b>1. Institutional Information for Quality Assessment (IIQA) Fee</b> For Registration - applicable to all institutions i.e., irrespective of their status of recognition under 12(B) of UGC Act, 1956 (i.e. recognized/not recognized)	
Process	Total amount of Application fee for Assessment and Accreditation (A&A) to be paid by the Institution
Institutional Information for Quality Assessment (IIQA)	Rs. 25,000/- + G S T 18% (Non-refundable) *

\* In case of rejection of IIQA application, HEIs may resubmit IIQA application for a maximum of three attempts without IIQA fees, including the rejection attempt, within the period of one year from the first application of IIQA.

<b>2. Assessment and Accreditation Fees:</b>		
1	2	3
Type	Total amount of A&A Fee	Amount to be paid by the Institution
For Universities and Professional Institutions *	Rs. 3,00,000/-**+ GST18%	Rs.1,50,000/-** + GST18% = Rs.1,77,000/- (50% of Total fee along with the SSR) (Non-refundable)
For Colleges (Grant-in-Aid, Private and Government) Mono Faculty, Multi Faculty, Teacher Education Institution and Physical Education Institution	Rs. 1,00,000/-** + GST18%	Rs.50,000/-** + GST18% = Rs. 59,000/- (50% of Total fee along with the SSR) (Non-refundable)
** Balance 50% of total fees along with 18% GST need to be paid by the HEI within 15 days from the date of Pre-qualification.		

### \* Professional Institutions:

1. Fees will be charged as per the fee structure as applicable to Universities, i.e. Engineering and Technology, Management, Law, Health Sciences (Allopathy, Homoeopathy, Ayurveda, Dental, Nursing etc.)
2. Higher Education Institutions (HEIs) in which all the programs offered are recognised by the Statutory Regulatory Authority(s) (SRA) (Excluding Teacher Education Institutions) or HEIs in which 50 % or more of the programmes offered are recognised by the Statutory Regulatory Authority (s), similar to the Universities A&A fee for **Professional Institutions** is applicable.

### **3. Balance amount 50%**

The pre-qualified HEIs will be asked to pay balance 50% of the stipulated fees+ applicable taxes as shown in column 2 & 3 above before 15 days from the visit date. If the institution does not pay the fee within 15 days, the SSR will not be processed. They have to apply again / afresh with IIQA and its fees.

### **4. Logistics Fee: Institution has to pay an advance, towards logistic expenses for the arrangement of Peer Team Visit, after clearing Pre-qualifier stage, which is as follows:-**

- a. All General colleges, Professional colleges and Teacher education institutions will have a Two (2) day visit for which the fee structure will be Rs. 1,50,000 +GST 18%.
- b. In case of exceptional case of Professional colleges with proper justifications and approval from the competent authority the Peer Team Visit can be extended to Three (3) days & the fee structure will be Rs.3,00,000 +GST18%.
- c. For University the Fee structure of logistics will be Rs. 3,00,000 + GST 18% for Three (3) days of visit.
- d. If the University has UGC recognized off-shore campus/centers, then the University has to pay an additional fee of Rs. 2,00,000/- + GST 18% or actuals per off-shore campus to be visited.

### **5. Appeals Mechanism and Fee (w.e.f. April 05, 2021):**

For Appeals (grievance) mechanism Rs. 50,000/- + GST 18% to be paid by HEI as applicable from time to time **(Non-refundable)**.

### **6. For subsequent cycles of Accreditation:**

The fee structure proposed for Assessment and Accreditation and Peer team logistics expenses as above will be same for all the cycles of Accreditation and Re-assessment to all types of Institutions.

### **7. Mode of Payment: Online:**

All fees needs to be remitted on NAAC portal through net banking or credit/debit cards only. Fees payments can also be made from individual accounts on behalf of HEIs. Payment by Demand Draft (DD) or NEFT is not permitted.

For Government Colleges, in case of fees transferred from treasury, the college may approach The Director, NAAC or The Finance Officer, NAAC.

## **XV. GETTING READY FOR SUBMISSION OF SELF - STUDY REPORT (SSR)**

HEIs applying for A&A process should take note of the changes in the assessment process. It must be noted that the **SSR has to be submitted online only through portal. The portal will be made available to the Institution on the NAAC website in ‘Apply Online Tab’.** It would be helpful if the institution read the Manual carefully and get ready with all details required to be filled up in the online format. While preparing SSRs, Health Sciences Universities have to refer both, the manual and the SOP for DVV. Use this Manual for understanding the revised process of A&A and prepare for the submission of SSR in the new online format.

Some significant tips are reiterated below:

- While submitting the IIQA, ensure that there is adequate time for processing the SSR for submission within the stipulated period, after the date of acceptance of IIQA by NAAC.
- The SSR has to be filled online; for this NAAC will provide access to the respective portal on the website for institutions, according to a pre-declared timeline.
- Read instructions about where to upload the documents and data, in what format data have to be presented for the various metrics and the required descriptive explanation for the qualitative metrics.
- Types of information to be filled in the SSR are given in the QIF as presented in Section B.
- The Profile of the Institution given in Section B is self-explanatory in seeking information about the institution.
- The QIF given in Section B indicates the kinds of data and documents required for each of the Metrics while filling up the SSR and also kinds of responses to be given.
- In an initial exercise, the institution can prepare details as sought in the QIF (Section B) about the various aspects of its functioning and upload them in a protected space on the institutional website. This will make it easy to upload and/or make them available through hyperlinks whenever required.
- Some of the documents indicated such as minutes of various committees/bodies, financial details and similar items for which the institution may not like to provide in open access could be kept ready and made available through hyperlinks whenever required.
- Keep all the relevant documents and data indicated in the QIF for each Metric under all KIs as a template so that when access to online SSR is available, it is easy to provide pertinent data.
- Wherever verbal descriptions are required write briefly as indicated (e.g., in not more than 500 words or in not more than 200 words, etc). Contemplate well and prepare the write ups describing the highlights of the sought details about the institution without wasting space/words on ‘frill’ details.
- The online formats (templates) for submitting data with respect to Quantitative Metrics (QnM) is given in Sub Section 7 of Section B. The same template in excel format can be downloaded from the NAAC website, available in an ‘Apply Online Tab’.
- Ensure that authentic, correct data are provided throughout. **Incorrect data or false details could lead to disqualification or penalty.**
- Strictly adhere to the time specifications as given by NAAC.

- Some details may have to be worked out if they are not ready; eg., COs, PSOs, compiled reports from various minutes and analyses of feedback, etc...
- Keep a brief executive summary for uploading as per details given in Section B.
- Do not send any information as hard copy to NAAC unless specified.
- Read the Manual completely including the Glossary and Notes. This will help in a clear understanding of the terms used in the Quality Indicator Framework (QIF).
- For Metrics related to finance, the preceding financial year (1<sup>st</sup> April to 31<sup>st</sup> March) may be used to consolidate data, for publication related data, preceding calendar year (1<sup>st</sup> January to 31<sup>st</sup> December) data is to be entered and for the other metrics, the preceding academic year may be taken for the data to be entered in the 'data capturing format' on the portal. Wherever the requirement of current year data is mentioned, use the data of last completed academic year.

## **XVI. MANDATORY DISCLOSURE ON HEI's WEBSITE**

To ensure the transparency in the process of Assessment and Accreditation, it is necessary for the Higher Educational Institutions to upload the SSR along with other relevant documents on the Institutional website. Thus, it is suggested to create a separate NAAC tab/link/webpage on the Higher Educational Institution's website and upload the following documents and retain until the validity period of the Accreditation is completed:

- 1) .pdf format of the SSR to be hosted on the institutional website, only after completion of DVV process.
- 2) Data templates uploaded along with the SSR (in Password-Protected mode, if necessary).
- 3) Annual Quality Assurance Report (AQAR – Year wise)
- 4) Accreditation outcome document viz., Certificate, Grade sheet, etc.,

Higher Educational Institutions (HEI's) may suitably design their NAAC tab/link to accommodate all relevant documents.



## **SECTION-B**

### **Data Requirements for Self - Study Report (SSR)**

*This section details the various data required for filling up the online format of the Self - Study Report, viz.,*

- 1. Executive Summary*
- 2. Profile of the Institution*
- 3. Extended Profile of the Institution*
- 4. Quality Indicator Framework (QIF)*
- 5. Data Templates / Documents ( for Quantitative Metrics)*

## 1. Executive Summary

Every HEI applying for the A&A process shall prepare an Executive Summary highlighting the main features of the Institution including

- **An Introductory Note** on the Institution: location, vision, mission, type of the institution and so on.
- **Criterion-wise Summary** on the Institutions functioning in not more than 250 words for each criterion
- **A Brief note on Strengths, Weaknesses, Opportunities and Challenges (SWOC)** of the Institution
- **Any additional information** about the Institution other than the ones already stated
- **A conclusive summary** about the institutions overall functioning.

The Executive summary shall not exceed 5000 words.

## 2. Profile of the Health Sciences University

### 1. Name and Address of the University:

Name:			
Address:			
City:	Pin:	State:	
Website:			

### 2. For communication:

Designation	Name	Telephone No. with STD code	Mobile No.	Fax	Email
Vice Chancellor		O: R:			
Pro Vice Chancellor (s)		O: R:			
Registrar		O: R:			
Steering Committee / IQAC Co-ordinator		O: R:			

### 3. Status of the Institution:

- State University  
 State Private University  
 Central University  
 University under Section 3 of UGC Act 1956 (A Deemed to be University)  
 Institutes of National Importance  
 Any other (specify)

### 4. Type of University:

- Unitary  
 Affiliating

### 5. Type of Constituent Unit / Faculty:

- Allied Health Sciences  
 Ayurveda  
 Dentistry  
 Homoeopathy  
 Medicine  
 Nursing  
 Physiotherapy  
 Siddha  
 Unani

Yoga and Naturopathy   
 Others (specify and provide details)

.....  
 .....  
 .....  
 .....

6. Source of funding:

Central Government   
 State Government   
 Grant-in-aid

Self-financing  
     Trust   
     Society   
     Company   
 Any other (specify)

7. Date of establishment of the University: ..... (dd/mm/yyyy)

8. a. Details of UGC recognition / subsequent recognition (if applicable):

Under Clause/Section	Date, Month and Year (dd/mm/yyyy)	Remarks (If any)
i. 2(f)*		
ii. 12B*		
iii. 3*		

\* Enclose the certificate of recognition, if applicable

b. Details of recognition/approval by statutory/regulatory bodies other than UGC (MCI, DCI, PCI, INC, RCI, AYUSH, AICTE, etc.)

Under Section/clause	Day, Month and Year (dd/mm/yyyy)	Validity	Program/ institution	Remarks
i.				
ii.				
iii.				
iv.				

(Enclose the Certificate of recognition/approval)

9. Has the University been recognized for its outstanding performance by any national / international agency such as DSIR, DBT, ICMR, UGC-SAP, AYUSH, WHO, UNESCO, and such others?

Yes  No

If yes, name of the agency .....

date of recognition: ..... (dd/mm/yyyy)

nature of recognition .....

10. Does the University have off-campus centres?

Yes  No

If yes, date of establishment: ..... (dd/mm/yyyy)

date of recognition by relevant statutory body/ies: ..... (dd/mm/yyyy)

11. Does the institution have off-shore campuses?

Yes  No

If yes, date of establishment: ..... (dd/mm/yyyy)

date of recognition by relevant statutory body/ies: ..... (dd/mm/yyyy)

12. Location of the campus and area:

	Location *	Campus area in acres	Builtup area in sq. mts.
i. Main campus area			
ii. Other campuses in the country			
iii. Campuses abroad			

(\* Urban, Semi-Urban, Rural, Tribal, Hilly Area, any other (specify))

If the University has more than one campus, it may submit a consolidated Self Study Report reflecting the activities of all the campuses.

13. Number of affiliated / constituent institutions in the university

Types of institutions	Total	Permanent	Temporary
Allied Health Sciences			
Ayurveda			
Dentistry			
Homoeopathy			
Medicine			
Nursing			
Physiotherapy			
Siddha			
Unani			
Yoga and Naturopathy			
Others (specify and provide details)			

14. Does the University Act provide for conferment of autonomy to its affiliated institutions? If yes, give the number of autonomous colleges under the jurisdiction of the University.

Yes  No  Number

15. Does the institution conform to the specification of Degrees as enlisted by the UGC?

Yes  No

If the institution uses any other nomenclatures, specify.

16. Academic programs offered and student enrolment: (Enclose the list of academic programs offered and approval/recognition details issued by the statutory body governing the program)

Programs	Number of Programs	Number of students enrolled
UG		
PG		
DNB		
Integrated Masters		
Integrated Ph.D.		
M.Phil.		
Ph.D.		
Certificate		
Diploma		
PG Diploma		
D.M. / M.Ch.		
Sub / Super specialty Fellowship		
Any other (specify)		
Total		

17. Provide information on the following general facilities (campus-wise):

- Auditorium/seminar complex with infrastructural facilities Yes  No
- Sports facilities
  - \* Outdoor Yes  No
  - \* Indoor Yes  No
- Residential facilities for faculty and non-teaching staff Yes  No
- Cafeteria Yes  No
- Health centre
  - \* First aid facility Yes  No
  - \* Outpatient facility Yes  No
  - \* Inpatient facility Yes  No
  - \* Ambulance facility Yes  No
  - \* Emergency care facility Yes  No
  - \* Health centre staff
    - Qualified Doctor Full time  Part-time
    - Qualified Nurse Full time  Part-time
- Facilities like bank, post office, bookshops, and such others. Yes  No
- Transport facilities to cater to the needs of the students and staff Yes  No
- Facilities for persons with disabilities Yes  No

- Animal house Yes  No
- Power house Yes  No
- Fire safety measures Yes  No
- Waste management facility, particularly hospital and bio-hazardous waste Yes  No
- Potable water and water treatment facility Yes  No
- Renewable/ Alternative sources of energy Yes  No
- Any other facility (specify).

18. Working days / teaching days during the past four academic years

	Working days				Teaching days			
Number stipulated by the Regulatory Authority								
Number achieved by the Institution								

(‘Teaching days’ means days on which classes/clinics were held. **Examination days are not to be included.**)

19. Qualifications of the teaching staff

Highest Qualification	Professor		Associate Professor/Reader		Assistant Professor		Lecturer		Tutor /Clinical Instructor		Senior Resident	
	M	F	M	F	M	F	M	F	M	F	M	F
<b>Permanent teachers</b>												
D.M./ M.Ch.												
Ph.D./D.Sc./D.Litt/M.D./M.S.												
PG (DNB, M.Sc., MDS., MPT, MPH, MHA)												
AB/FRCS/FRCP/MRCP/MRCS/FDSRCS												
M.Phil.												
UG												
<b>Temporary teachers</b>												
D.M./ M.Ch.												
Ph.D./D.Sc./D.Litt/M.D./M.S.												
PG (DNB, M.Sc., MDS., MPT, MPH, MHA)												

Highest Qualification	Professor		Associate Professor/Reader		Assistant Professor		Lecturer		Tutor /Clinical Instructor		Senior Resident	
	M	F	M	F	M	F	M	F	M	F	M	F
AB/FRCS/FRCP/MRCP/MRCS/FDSRCS												
M.Phil.												
UG												
<b>Contractual teachers</b>												
D.M./ M.Ch.												
Ph.D./D.Sc./D.Litt/M.D./M.S.												
PG (DNB, M.Sc., MDS., MPT, MPH, MHA)												
AB/FRCS/FRCP/MRCP/MRCS/FDSRCS												
M.Phil.												
UG												
<b>Part-time teachers</b>												
D.M./ M.Ch.												
Ph.D./D.Sc./D.Litt/M.D./M.S.												
PG (DNB, M.Sc., MDS., MPT, MPH, MHA)												
AB/FRCS/FRCP/MRCP/MRCS/FDSRCS												
M.Phil.												
UG												

20. Emeritus, Adjunct and Visiting Professors.

	Emeritus		Adjunct		Visiting	
	M	F	M	F	M	F
Number						

21. Distinguished Chairs instituted:

Department	Chairs

22. Hostels

- \* Boys' hostel
  - i. Number of hostels
  - ii. Number of inmates
- \* Girls' hostel
  - i. Number of hostels
  - ii. Number of inmates
- \* Overseas students hostel
  - i. Number of hostels
  - ii. Number of inmates



- \* Hostel for interns
  - i. Number of hostels
  - ii. Number of inmates
  
- \* PG Hostel
  - i. Number of hostels
  - ii. Number of inmates

23. Students enrolled in the institution during the current academic year, with the following details:

Students	UG	PG			Integrated Masters	M.Phil	Ph.D.	Integrated Ph.D.
		PG	DM	MCH				
	*M *F	*M *F	*M *F	*M *F	*M *F	*M *F	*M *F	
From the state where the institution is located								
From other states								
NRI students								
Foreign students								
Total								

\*M-Male \*F-Female

24. Health Professional Education Unit / Cell / Department

- Year of establishment .....
- Number of continuing education programs conducted (with duration)
  - \* Induction
  - \* Orientation
  - \* Refresher
  - \* Post Graduate

25. Does the university offer Distance Education Programs (DEP)?

Yes  No

If yes, indicate the number of programs offered.

Are they recognized by the UGC (Distance Education Cell)?

26. Any other relevant data, the institution would like to include (not exceeding one page).

### 3. Extended Profile of the University

#### 1 Programme:

1.1 Number of all Programmes offered by the Institution during the last five years

<b>Year</b>					
<b>Number</b>					

#### 2 Student:

2.1 Number of students year-wise during the last five years

<b>Year</b>					
<b>Number</b>					

2.2 Number of graduated students year-wise during the last five years

<b>Year</b>					
<b>Number</b>					

#### 3 Academic:

3.1 Number of full time teachers year-wise during the last five years

<b>Year</b>					
<b>Number</b>					

3.2 Number of sanctioned posts year wise during the last five years

<b>Year</b>					
<b>Number</b>					

#### 4 Institution:

4.1 Total Expenditure excluding salary year-wise during the last five years (INR in Lakhs)

<b>Year</b>					
<b>Expenditure</b>					

## 4. Quality Indicator Framework (QIF)

### Essential Note:

The SSR has to be filled in an online format available on the NAAC website.

The QIF described below presents the Metrics under each Key Indicator (KI) for all the seven Criteria.

While going through the QIF, details are given below each Metric in the form of:

- *data required*
- *formula* for calculating the information, wherever required, and
- *File description – for uploading of document* where so-ever required.

These will help the Institutions in the preparation of their SSR.

For Qualitative Metrics (Q<sub>1</sub>M) which seek descriptive data, it is specified as to what kind of information has to be given and how much. It is advisable to keep data accordingly compiled beforehand.

For the Quantitative Metrics (Q<sub>n</sub>M) wherever formula is given, it must be noted that these are given merely to inform the HEIs about the manner in which data submitted will be used. *That is the actual online format seeks **only** data in specified manner which will be processed digitally.* The institutions need not key-in calculated data and the calculations are already programmed.

Metric-wise weightages are also given.

The actual online format may change slightly from the QIF as detailed in this Manual, in order to bring compatibility with the IT design. Observe this carefully while filling up.

## Criterion I - Curricular Aspects (150)

### Key Indicator – 1.1 Curriculum Design and Development (50)

Metric No.		Weightage
1.1.1 Q <sub>i</sub> M	<p><i>Curricula developed and implemented have relevance to the local, national, regional and global health care needs which are visible in Programme Outcomes (POs), and Course Outcomes (COs) offered by the University, as per the norms of the Regulatory Bodies.</i></p> <p>Response to be provided within 500 words</p> <p><b>Provide web link to</b></p> <ul style="list-style-type: none"> <li>• Curricula implemented by the University</li> <li>• Outcome analysis of POs, COs</li> <li>• Any other relevant information</li> </ul>	20
1.1.2 Q <sub>n</sub> M	<p><i>Percentage of Programmes where syllabus revision was carried out during the last five years</i></p> <p>1.1.2.1: Number of Programmes offered by the Institution during the last five years</p> <p>1.1.2.2 : How many Programmes in which syllabi were revised out of the total number of Programmes offered during the last five years (Number of Programmes in which the syllabi was revised out of the total number of Programmes offered during the last five years)</p> <p>Data Requirement for last five years: (As per Data Template)</p> <ul style="list-style-type: none"> <li>• Programme Code</li> <li>• Names of the Programmes revised</li> </ul> <p><b>Formula:</b></p> $\frac{\text{Number of Programmes in which syllabi were revised during the last five years}}{\text{Number of Programmes offered by the institution during the last five years}} \times 100$ <p><b>Upload</b></p> <ul style="list-style-type: none"> <li>• Minutes of relevant Academic Council/BoS meetings</li> <li>• Details of the revised Curricula/Syllabi of the programmes during the last five years</li> <li>• Institutional data in prescribed format (Data Template)</li> <li>• Syllabus prior and post revision of the courses.</li> <li>• Any other relevant information</li> </ul>	15
1.1.3 Q <sub>i</sub> M	<p><i>Provide a description of courses with focus on competency/ employability/ entrepreneurship/ skill-development offered either by</i></p>	15

	<p><i>the University or in collaboration with partner Institutions / Industries during the last five years</i></p> <p>Response to be provided within 500 words</p> <p><b>Provide web link to</b></p> <ol style="list-style-type: none"> <li><i>1. List of courses having focus on competency/ employability/ entrepreneurship/ skill-development</i></li> <li><i>2. MOUs with Institutions / Industries for offering these courses</i></li> <li><i>3. Any other relevant documents</i></li> </ol>	
--	---	--

**Key Indicator – 1.2 Academic Flexibility (40)**

Metric No.		Weightage
1.2.1 QnM	<p><i>Percentage of Programmes in which Choice-Based Credit System (CBCS)/Elective Course System has been implemented, wherever provision was made by the Regulatory Bodies (Data for the preceding academic year).</i></p> <p>1.2.1.1 Total number of Programmes where there is regulatory provision for CBCS – elective course system 1.2.1.2 Number of Programmes in which CBCS/ Elective Course System was implemented.</p> <p>Upload:</p> <ul style="list-style-type: none"> <li>• Names of all Programmes adopting CBCS</li> <li>• Names of all Programmes adopting Elective Course System</li> </ul> <p>Formula:</p> $\frac{\text{Number of Programmes in which CBCS or elective course system implemented}}{\text{Total number of Programmes where there is regulatory provision for CBCS - elective course system}} \times 100$ <p><b>Upload:</b></p> <ul style="list-style-type: none"> <li>• Minutes of relevant Academic Council/BoS meetings</li> <li>• Institutional data in prescribed format (Data Template)</li> <li>• University letter stating implementation of CBCS by the institution</li> <li>• Structure of the program clearly indicating courses, credits/Electives as approved by the competent board.</li> <li>• Any other relevant information</li> </ul>	10

<p><b>1.2.2</b> <b>QnM</b></p>	<p><b><i>Percentage of new Degree Programmes, Fellowships and Diplomas introduced by the University across all Faculties during the last five years (certificate programmes are not to be included)</i></b></p> <p>1.2.2.1: Number of new <b><i>Degree Programmes, Fellowships and Diplomas introduced by the University</i></b> during the last five years</p> <p>1.2.2.2: Number of <i>programmes</i> offered across all <i>Faculties</i> during the last five years</p> <p>Formula:</p> $\frac{\text{Number of new degree programmes including Fellowships and diploma introduced by the University during the last five years}}{\text{Total number of programmes offered during the last five years}} \times 100$ <p>Upload:</p> <ul style="list-style-type: none"> <li>• List of the new Programmes introduced during the last five years</li> <li>• Minutes of relevant Academic Council/BoS meeting</li> <li>• Institutional data in prescribed format (Data Template)</li> <li>• Any other relevant information</li> </ul>	<p><b>15</b></p>
<p><b>1.2.3</b> <b>QnM</b></p>	<p><b><i>Percentage of interdisciplinary courses under the Programmes offered by the University during the last five years</i></b></p> <p>1.2.3.1: Number of <i>courses</i> offered across all <i>programmes</i> during the last five years</p> <p>1.2.3.2: Number of interdisciplinary courses offered during the last five years</p> <p>Formula:</p> $\frac{\text{Number of interdisciplinary courses during the last five years}}{\text{Number of courses offered across all programmes during the last five years}} \times 100$ <p>Upload:</p> <ul style="list-style-type: none"> <li>• List of Interdisciplinary courses under the programmes offered by the University during the last 5 years</li> <li>• Minutes of relevant Academic Council/BoS meetings</li> <li>• Institutional data in prescribed format (Data Template)</li> <li>• Any other relevant information</li> </ul>	<p><b>15</b></p>

## Key Indicator - 1.3 Curriculum Enrichment (40)

Metric No.		Weightage						
1.3.1 Q <sub>1</sub> M	<p><b><i>Institution integrates crosscutting issues relevant to Gender, Environment and Sustainability, Human Values, Health Determinants, Right to Health Issues, Emerging demographic changes and Professional Ethics in the curricula</i></b></p> <p>Response to be provided within 500 words</p> <p><b>Provide web link to</b></p> <ul style="list-style-type: none"> <li>• List of courses that integrate crosscutting issues mentioned above</li> <li>• Description of the courses which address Gender, Environment and Sustainability, Human Values, Health Determinants, Right to Health Issues, Emerging demographic changes and Professional Ethics in the Curricula</li> <li>• Any other relevant information</li> </ul>	10						
1.3.2 Q <sub>n</sub> M	<p><b><i>Number of value-added courses offered during the last five years that impart transferable and life skills</i></b></p> <p>1.3.2.1 Number of value-added courses that were offered during the last 5 years</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;"><i>Year</i></th> <th style="text-align: center;"><i>No. of Value-added courses offered</i></th> <th style="text-align: center;"><i>Name/s of the value-added course/s</i></th> </tr> </thead> <tbody> <tr> <td style="height: 20px;"></td> <td></td> <td></td> </tr> </tbody> </table> <p>Data Requirement for the last five years:</p> <ul style="list-style-type: none"> <li>• Names of the value-added courses with 15 or more contact hours</li> <li>• Number of times that a course is offered during a specified year</li> <li>• Total number of students completing such courses</li> </ul> <p><b>Upload:</b></p> <ul style="list-style-type: none"> <li>• Brochure or any other document related to the value-added course/s</li> <li>• List of value-added courses (Data Template -5)</li> <li>• Any other relevant information</li> </ul>	<i>Year</i>	<i>No. of Value-added courses offered</i>	<i>Name/s of the value-added course/s</i>				13
<i>Year</i>	<i>No. of Value-added courses offered</i>	<i>Name/s of the value-added course/s</i>						
1.3.3 Q <sub>n</sub> M	<p><b><i>Percentage of students who successfully completed the value-added courses during the last five years</i></b></p> <p>1.3.3.1 Number of students who successfully completed the value-added courses imparting transferable and Life skills offered year-wise during the last five years</p>	12						

	<table border="1" style="margin-left: 20px;"> <tr> <td style="width: 150px;"><b>Year</b></td> <td style="width: 40px;"></td> <td style="width: 40px;"></td> <td style="width: 40px;"></td> <td style="width: 40px;"></td> <td style="width: 40px;"></td> </tr> <tr> <td><b>Number of Students</b></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table> <p>Data Requirement for last five years:</p> <ul style="list-style-type: none"> <li>• Name/s of the value-added course/s with 15 or more contact hours</li> <li>• Number of times that a course is offered during a specified year</li> <li>• Total number of students completing such course/s each year</li> </ul> <p>Formula:</p> $\frac{\text{students successfully completed the value – added courses and life skills in the last 5 years}}{\text{Total number of students in the last 5 years}} \times 100$ <p>Upload:</p> <ul style="list-style-type: none"> <li>• List of students enrolled in value-added courses (Data Template 5)</li> <li>• Any other relevant information</li> </ul>	<b>Year</b>						<b>Number of Students</b>						
<b>Year</b>														
<b>Number of Students</b>														
<p><b>1.3.4</b></p> <p><b>Q<sub>1</sub>M</b></p>	<p><i>Students undertake field visits / research projects / Industry internship / visits/Community postings as part of curriculum enrichment</i></p> <p><i>Response in 500 words</i></p> <p><b>Provide weblink to:</b></p> <ul style="list-style-type: none"> <li>• List of Programmes and number of students undertaking field visits / research projects / internships/Industry visits/Community postings</li> <li>• Any other relevant information</li> </ul>	<p><b>5</b></p>												

**Key Indicator – 1.4 Feedback System (20)**

Metric No.		Weightage
<p><b>1.4.1</b></p> <p><b>Q<sub>n</sub>M</b></p>	<p><i>Mechanism is in place for obtaining structured feedback on curricula/syllabi from various stakeholders</i></p> <p><i>Structured feedback received from:</i></p> <p>1 Students <input style="width: 60px;" type="text"/></p> <p>2 Teachers <input style="width: 60px;" type="text"/></p> <p>3 Employers <input style="width: 60px;" type="text"/></p> <p>4 Alumni <input style="width: 60px;" type="text"/></p> <p>5 Professionals <input style="width: 60px;" type="text"/></p>	<p><b>10</b></p>



	<p>Upload:</p> <ul style="list-style-type: none"> <li>Stakeholder feedback report as stated in the minutes of the Governing Council/Syndicate/ Board of Management</li> <li>URL for feedback report</li> <li><b>Sample filled in Structured Feedback forms by the institution for each category claimed in SSR</b></li> <li>Institutional data in prescribed format (Data Template)</li> <li>Any other relevant information</li> </ul>	
1.4.2	<p><b>Feedback process of the Institution may be classified as:</b></p> <p><b>Options(Opt any one that is applicable):</b></p> <p>A. Feedback collected, analysed and action taken on feedback and relevant documents are made available on the institutional website <input type="checkbox"/></p> <p>B. Feedback collected, analysed and action has been taken <input type="checkbox"/></p> <p>C. Feedback collected and analysed <input type="checkbox"/></p> <p>D. Feedback collected <input type="checkbox"/></p> <p>E. Feedback not obtained/collected <input type="checkbox"/></p> <p><b>Upload:</b></p> <ul style="list-style-type: none"> <li>URL for stakeholder feedback report</li> <li>Action taken report of the University on feedback report as stated in the minutes of the Governing Council/ Syndicate/ Board of Management</li> <li>Any other relevant information</li> </ul>	10

## Criterion II - Teaching-Learning and Evaluation (200)

### Key Indicator - 2.1 Student Enrolment and Profile (10)

Metric No.		Weightage												
2.1.1	<p><b>Due consideration is given to equity and inclusiveness by providing reservation of seats to all categories during the admission process</b></p> <p><b>2.1.1.1 Average percentage of seats filled against seats reserved for various categories as per applicable reservation policy as per GoI or State Govt. norms during the last five years</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%;">Year</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Number of students admitted from the reserved categories</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table>	Year						Number of students admitted from the reserved categories						3
Year														
Number of students admitted from the reserved categories														

	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;"><b>Total number of seats earmarked for reserved categories</b></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> </tr> </table> <p>Formula:</p> $\text{Percentage per year} = \frac{\text{Actual number of students admitted from the reserved categories in a year}}{\text{Number of seats earmarked for reserved categories as per GOI or State Government norms in that year}} \times 100$ $\text{Average percentage} = \frac{\sum \text{Percentage per year}}{5}$ <p><b>Upload:</b></p> <ul style="list-style-type: none"> <li>• Average percentage of seats filled against seats reserved (As per Data Template)</li> <li>• Copy of letter issued by state govt. or and Central Government Indicating the reserved categories to be considered as per the state rule (in English)</li> <li>• Final admission list published by the HEI</li> <li>• Admission extract submitted to the state OBC, SC and ST cell every year.</li> <li>• Initial reservation of seats for admission.</li> <li>• Any other relevant information</li> </ul>	<b>Total number of seats earmarked for reserved categories</b>																		
<b>Total number of seats earmarked for reserved categories</b>																				
<p><b>2.1.2</b></p> <p><b>Q<sub>n</sub>M</b></p>	<p><b><i>Student Demand Ratio, applicable to programmes where State / Central Common Entrance Tests are not conducted</i></b></p> <p>2.1.2.1 Number of seats available year-wise/eligible applications received during the last five years where <b><i>State / Central Common Entrance Tests are not conducted</i></b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;"><b>Year</b></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> </tr> <tr> <td><b>Number of applications received</b></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td><b>Number of Seats available</b></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table> <p>Formula:</p> $\frac{\text{Number of eligible applications received for programmes where State / Central Common Entrance Tests are not conducted}}{\text{Number of seats available in those programme}} = \text{Ratio Per Year}$ <p><b>Upload:</b></p> <ul style="list-style-type: none"> <li>• Institutional data in prescribed format (Data Template)</li> <li>• Document relating to Sanction of intake</li> <li>• Extract of No. of application received in each program</li> <li>• The details certified by the Controller of Examination or Registrar evaluation clearly mentioning the programs that are not covered under CET and the number of applications received for the same</li> </ul>	<b>Year</b>						<b>Number of applications received</b>						<b>Number of Seats available</b>						<p><b>4</b></p>
<b>Year</b>																				
<b>Number of applications received</b>																				
<b>Number of Seats available</b>																				

	<ul style="list-style-type: none"> <li>Any other relevant information</li> </ul>																						
<b>2.1.3</b>  <b>Q<sub>n</sub>M</b>	<p><b><i>Student enrollment pattern and student profile to demonstrate national/international spread of enrolled students from other states and countries</i></b></p> <p>2.1.3.1 Average percentage of students from other states and countries (year-wise) during the last five years</p> <p>2.1.3.2 Total number of students enrolled in that year</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 30%;">Year</td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> </tr> <tr> <td>Number of students from other states / countries</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Total number of students</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table> <p>Formula:  <b>Percentage per year =</b>  <math display="block">\frac{\text{Number of students from other states and countries enrolled in a year}}{\text{Total number of students enrolled in that year}} \times 100</math>   <math display="block">\text{Average percentage} = \frac{\sum \text{Percentage per year}}{5}</math></p> <p><b>Upload:</b></p> <ul style="list-style-type: none"> <li>List of students from other states and countries</li> <li>E-copies of admission letters to the students enrolled from other States / Countries.</li> <li>Copy of the domicile certificate/passport from respective states / countries</li> <li>Previous degree/ Matriculation / HSC certificate from other state or country</li> <li>Institutional data in prescribed format (Data Template)</li> <li>Any other relevant information</li> </ul>	Year							Number of students from other states / countries							Total number of students							<b>3</b>
Year																							
Number of students from other states / countries																							
Total number of students																							

**Key Indicator - 2.2 Catering to Student Diversity (15)**

Metric No.		Weightage												
<b>2.2.1</b>  <b>Q<sub>n</sub>M</b>	<p><b><i>The Institution assesses the learning levels of the students after admission and organises special programmes for advanced learners and slow performers</i></b></p> <p>The Institution:</p> <table style="width: 100%;"> <tr> <td style="width: 70%;">1. Adopts measurable criteria to identify slow performers.</td> <td style="width: 5%;"></td> <td style="width: 25%; text-align: center;"><input type="text"/></td> </tr> <tr> <td>2. Adopts measurable criteria to identify advanced learners</td> <td></td> <td style="text-align: center;"><input type="text"/></td> </tr> <tr> <td>3. Organizes special programmes for slow performers and advanced learners</td> <td></td> <td style="text-align: center;"><input type="text"/></td> </tr> <tr> <td>4. Follows protocols to measure students' achievement</td> <td></td> <td style="text-align: center;"><input type="text"/></td> </tr> </table> <p><b>Upload</b></p>	1. Adopts measurable criteria to identify slow performers.		<input type="text"/>	2. Adopts measurable criteria to identify advanced learners		<input type="text"/>	3. Organizes special programmes for slow performers and advanced learners		<input type="text"/>	4. Follows protocols to measure students' achievement		<input type="text"/>	<b>7</b>
1. Adopts measurable criteria to identify slow performers.		<input type="text"/>												
2. Adopts measurable criteria to identify advanced learners		<input type="text"/>												
3. Organizes special programmes for slow performers and advanced learners		<input type="text"/>												
4. Follows protocols to measure students' achievement		<input type="text"/>												

	<ul style="list-style-type: none"> <li>Methodology and Criteria for the assessment of Learning levels Details of special programmes</li> <li>Details of outcome measures</li> <li>Proforma created to identify slow performers/advanced learners</li> <li><b>Consolidated report to Dean academics /Dean student's welfare on special programs for advanced learners and slow learners</b></li> <li>Any other relevant information</li> </ul>	
2.2.2 Q <sub>n</sub> M	<p><b>Student - Fulltime teacher ratio (data for the preceding academic year)</b></p> <p>Data Requirement:</p> <ul style="list-style-type: none"> <li>Total number of students enrolled in the University</li> <li>Total number of fulltime teachers in the University</li> </ul> <p>Formula: No. of Students : No. of Full time Teachers</p> <p><b>Upload :</b></p> <ul style="list-style-type: none"> <li>List of students enrolled in the preceding academic year</li> <li>List of full time teachers in the preceding academic year in the University (with Designation and Highest Qualification)</li> <li>Institutional data in prescribed format (data Templates)</li> <li>Any other relevant information</li> </ul>	8

### Key Indicator - 2.3 Teaching - Learning Process (25)

Metric No.		Weightage
2.3.1 Q <sub>i</sub> M	<p><b>Student-centric methods are used for enhancing learning experiences by:</b></p> <ul style="list-style-type: none"> <li><i>Experiential learning</i></li> <li><i>Integrated/Inter-disciplinary learning</i></li> <li><i>Participatory learning</i></li> <li><i>Problem-solving methodologies</i></li> <li><i>Self-directed learning</i></li> <li><i>Patient-centric and Evidence-based learning</i></li> <li><i>The Humanities</i></li> <li><i>Project-based learning</i></li> <li><i>Role play</i></li> </ul> <p>Response to be provided within 500 words</p> <p><b>Provide weblink to:</b></p> <ul style="list-style-type: none"> <li>List of student-centric methods used for enhancing learning experiences</li> <li>Any other relevant information</li> </ul>	8

<p>2.3.2 QnM</p>	<p><b><i>Has provision for the use of Clinical Skills Laboratory and Simulation Based Learning</i></b></p> <p><b>The Institution:</b></p> <ol style="list-style-type: none"> <li>1. has Basic Clinical Skills Training Models and Trainers for clinical skills in the relevant disciplines. <input type="text"/></li> <li>2. has advanced patient simulators for simulation-based training <input type="text"/></li> <li>3. has structured programs for training and assessment of students in Clinical Skills Lab / Simulation centre <input type="text"/></li> <li>4. conducts training programs for the faculty in the use of clinical skills lab and simulation methods of teaching-learning <input type="text"/></li> </ol> <p><b>Upload :</b></p> <ul style="list-style-type: none"> <li>• Geo-tagged photographs of clinical skills lab facilities, clinical skills models, patients simulators</li> <li>• List of training programmes conducted in the facilities during the last 5 years</li> <li>• List of clinical skills training models</li> <li>• <b>Proof of Establishment of Clinical Skill Laboratories</b></li> <li>• <b>Proof of patient simulators for simulation-based training</b></li> <li>• <b>Report on training programmes in Clinical skill lab/simulator Centre</b></li> <li>• Any other relevant information</li> </ul>	<p>5</p>				
<p>2.3.3 Q1M</p>	<p><b><i>Teachers use ICT-enabled tools for effective teaching and learning process, including online e-resources</i></b></p> <p>Response to be provided within 500 words</p> <p><b>Provide web link to</b></p> <ul style="list-style-type: none"> <li>• Details of ICT-enabled tools used for teaching and learning</li> <li>• List of teachers using ICT-tools</li> <li>• Any other relevant Information</li> </ul>	<p>6</p>				
<p>2.3.4 QnM</p>	<p><b><i>Student :Mentor Ratio (preceding academic year)</i></b></p> <p>Data Requirement</p> <ul style="list-style-type: none"> <li>• Number of mentors</li> <li>• Number of students assigned to each Mentor</li> <li>• Data Template</li> </ul> <table border="1" data-bbox="331 1832 1200 1989"> <tr> <td>Total number of mentors in the preceding academic year</td> <td></td> </tr> <tr> <td>Total number of students in the preceding academic year</td> <td></td> </tr> </table>	Total number of mentors in the preceding academic year		Total number of students in the preceding academic year		<p>6</p>
Total number of mentors in the preceding academic year						
Total number of students in the preceding academic year						

	<p>Formula: Mentee : Mentor Ratio</p> <p><b>Upload</b></p> <ul style="list-style-type: none"> <li>• Details of fulltime teachers/other recognized mentors and students</li> <li>• <b>Allotment order of mentor to mentee</b> and records of mentors and mentees meetings</li> <li>• <b>Copy of circular pertaining the details of mentor and their allotted mentees</b></li> <li>• <b>Approved Mentor list as announced by the HEI</b></li> <li>• <b>Log Book of mentor</b></li> <li>• Institutional data in prescribed format (Data Template)</li> <li>• Any other relevant information</li> </ul>	
--	---	--

### Key Indicator - 2.4 Teacher Profile and Quality (55)

Metric No.		Weightage
2.4.1  Q <sub>n</sub> M	<p><i>Average percentage of fulltime teachers against sanctioned posts during the last five years</i></p> <p>Data Requirement for the last five years:</p> <ul style="list-style-type: none"> <li>• Number of fulltime teachers</li> <li>• Number of sanctioned posts</li> </ul> <p>Formula:</p> <p><b>Percentage per year</b> = <math>\frac{\text{Number of fulltime teachers available in a year}}{\text{Total number of sanctioned posts in that year}} \times 100</math></p> <p><b>Average percentage</b> = <math>\frac{\sum \text{Percentage per year}}{5}</math></p> <p><b>Upload :</b></p> <ul style="list-style-type: none"> <li>• Year-wise list of fulltime teachers and sanctioned posts for the last 5 years (Certified by the Head of the Institution)</li> <li>• Position sanction letters by the competent authority.</li> <li>• Appointment letters of faculty during last five years</li> <li>• Institutional data in prescribed format (Data Template)</li> <li>• Any other relevant information</li> </ul>	15
2.4.2  Q <sub>n</sub> M	<p><i>Average percentage of fulltime teachers with Ph.D./D.Sc./D.Lit./DM/M Ch/DNB in super specialities /other PG degrees (like MD/ MS/ MDS etc.,) in Health Sciences for recognition as Ph.D guides as per the eligibility criteria stipulated by the Regulatory Councils / Universities during the last five years</i></p> <p>2.3.2.1 Number of fulltime teachers with Ph.D/D.Sc./D.Lit./DM/M Ch/DNB in super specialities / other PG degrees (like MD/ MS/ MDS etc.,) in Health Sciences for recognition as Ph.D guides as per</p>	12

the eligibility criteria stipulated by the Regulatory Councils. Last five years data to be entered.

Year					
Number fulltime teachers					

Data Requirement for the last five years:

- Number of fulltime teachers with Ph.D/D.Sc./D.Lit./DM/M Ch/DNB in super specialities /other PG degrees (like MD/ MS/ MDS etc.,) in Health Sciences for recognition as Ph.D guides as per the eligibility criteria stipulated by the Regulatory Councils.
- Total number of fulltime teachers

Formula: **Percentage per year =**

$$\frac{\text{No. of fulltime teachers with PhD/D.Sc./D.Lit./DM/M.Ch/DNB in super specialities /other PG degrees (like MD/ MS/ MDS etc.,) in Health Sciences for recognition as Ph.D guides as per the eligibility criteria stipulated by the Regulatory Councils in a year.}}{\text{Number of fulltime teachers in that year}} \times 100$$

$$\text{Average percentage} = \frac{\sum \text{Percentage per year}}{5}$$

**Upload:**

- List of fulltime teachers with Ph.D/D.Sc./D.Lit./DM/M Ch/DNB in super specialities / other PG degrees (like MD/ MS/ MDS etc.,) in Health Sciences for recognition as Ph.D guides as per the eligibility criteria stipulated by the Regulatory Councils and the number of fulltime teachers for 5 years
- **Copies of Guide-ship letters or authorization of research guide provide by the competent authority**
- Institutional data in prescribed format (Data Template)
- Any other relevant information

**2.4.3**  
**Q<sub>n</sub>M**

***Average Teaching experience of fulltime teachers in number of years (preceding academic year)***

**10**

2.4.3.1 Total teaching experience of fulltime teachers in number of years (cumulative experience)

**Formula:**

$$\frac{\text{Sum total of teaching experience of full-time teachers working in the preceding academic year}}{\text{Total number of fulltime teachers working in the preceding academic year}}$$

	<p><b>Upload:</b></p> <ul style="list-style-type: none"> <li>List of fulltime teachers including details of their designation, department, total number of years of their teaching experience</li> <li><b>Experience certificate of full time teacher</b></li> <li>Institutional data in prescribed format (Data Template)</li> <li>Any other relevant information</li> </ul>																			
<p><b>2.4.4</b> <b>QnM</b></p>	<p><b><i>Average percentage of teachers trained for development and delivery of e-contents / e-courses / video lectures / demonstrations during the last 5 years</i></b></p> <p>Data Requirement:</p> <ul style="list-style-type: none"> <li>Number of fulltime teachers in the Institution during the last 5 years</li> <li>Number of teachers trained for development and delivery of e-contents / e-courses during the last 5 years</li> </ul> <table border="1"> <tr> <td>Year</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Number of teachers trained</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Total number of teachers</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table> <p><b>Formula:</b></p> <p style="text-align: center;"><i>Number of teachers trained for development and delivery of e-contents / e-courses / video lectures / demonstrations in a year</i></p> <p style="text-align: center;"><i>Percentage per year = -----x 100</i></p> <p style="text-align: center;"><i>Total Number of teachers in that year</i></p> <p style="text-align: center;"><i>Average percentage = <math>\frac{\sum \text{Percentage per year}}{5}</math></i></p> <p><b>Upload:</b></p> <ul style="list-style-type: none"> <li>List of teachers trained for development and delivery of e-contents / e-courses / video lectures / demonstrations during the last 5 years</li> <li>Reports of the e-training programmes</li> <li><b>Certificate of completion of training for development of and delivery of e-contents / e-courses / video lectures / demonstrations</b></li> <li><b>Web-link to the contents delivered by the faculty hosted in the HEI's website</b></li> <li>List of e-contents / e courses / video lectures / demonstrations developed</li> <li>Any other relevant information</li> </ul>	Year						Number of teachers trained						Total number of teachers						<b>8</b>
Year																				
Number of teachers trained																				
Total number of teachers																				
<p><b>2.4.5</b> <b>QnM</b></p>	<p><b><i>Average Percentage of fulltime teachers who received awards and recognitions for excellence in teaching, student mentoring, scholarships, professional achievements and academic leadership at State, National, International levels from Government / Government-recognized agencies /</i></b></p>	<b>10</b>																		



	<p><b>registered professional associations / academies during the last five years</b></p> <p>Number of fulltime teachers who received awards and recognitions for excellence in teaching and student mentoring, scholarships, professional achievements and academic leadership at State, National, International levels from Government / Government-recognized agencies / registered professional associations / academies during the last five years</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 30%;"><b>Year</b></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> </tr> <tr> <td><b>Number of teachers who received awards etc.,</b></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td><b>Number of fulltime teachers</b></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table> <p>Percentage per year =</p> $\frac{\text{Number of teachers who received awards etc., in a year}}{\text{Number of fulltime teachers in that year}} \times 100$ <p>Average percentage = <math>\frac{\sum \text{Percentage per year}}{5}</math></p> <p>Data Requirement for last five years:</p> <ul style="list-style-type: none"> <li>• List of fulltime teachers who received awards etc., from State, National, International levels from Govt. and Govt. – recognised agencies</li> <li>• Data template</li> </ul> <p><b>Upload</b></p> <ul style="list-style-type: none"> <li>• Institutional data in the prescribed format/ Data Template</li> <li>• Certified e-copies of award letters (scanned or soft copy)</li> <li>• Any other relevant information</li> </ul>	<b>Year</b>						<b>Number of teachers who received awards etc.,</b>						<b>Number of fulltime teachers</b>						
<b>Year</b>																				
<b>Number of teachers who received awards etc.,</b>																				
<b>Number of fulltime teachers</b>																				

**Key Indicator - 2.5 Evaluation Process and Reforms (40)**

Metric No.		Weightage
<b>2.5.1</b>	<p><b>Average number of days from the date of last semester-end/ year- end examination to the date of declaration of results during the last five years</b></p> <p>2.5.1.1. Number of days from the date of last semester-end/ year- end examination to the date of declaration of results year-wise in that year and during the last five years</p> <p>2.5.1.2. Total number of semester / annual exams in that year</p>	<b>10</b>

	<table border="1" data-bbox="376 226 1142 450"> <tr> <td>Year</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Number of days from the last exam</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Number of semester-end / year-end exams conducted</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table> <p><b>Formula:</b>  Total number of days taken for declaration of results from the date of last semester-end/ year- end examination in a year  -----  Total number of semester / annual exams in that year</p> <p>Average number of days for declaration in the last 5 years</p> $\frac{\sum \text{Average number of days per year}}{5}$ <p>Data Requirements for last five years:</p> <ul style="list-style-type: none"> <li>• Last dates of the last semester-end/ year- end examinations</li> <li>• Dates of declaration of results of semester-end/ year- end examinations</li> <li>• Number of days taken for declaration of the results semester-/year-wise</li> <li>• Average number of days for declaration of results during the last five years</li> </ul> <p><b>Upload:</b></p> <ul style="list-style-type: none"> <li>• List of Programmes and dates of declaration of last semester- end and year-end examination results</li> <li>• Reports from Controller of Exam (COE) office/ Annual reports mentioning the relevant details.</li> <li>• Institutional data in prescribed format (Data Template)</li> <li>• Any other relevant information</li> </ul> <p><b>* For Number of days from the last exam for semester scheme, provide sum of odd and even semesters days of declaration of results.</b></p>	Year						Number of days from the last exam						Number of semester-end / year-end exams conducted						
Year																				
Number of days from the last exam																				
Number of semester-end / year-end exams conducted																				
<p><b>2.5.2</b> <b>QnM</b></p>	<p><b><i>Average percentage of student complaints / grievances about evaluation, against the total number of students appeared in the examinations during the last five years</i></b></p> <p>2.5.2.1 Number of student complaints/grievances about evaluation year-wise during the last five years (Year wise details of number of complaints/grievances received from students regarding evaluation)</p> <table border="1" data-bbox="360 1984 1190 2029"> <tr> <td>Year</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table>	Year						<p><b>5</b></p>												
Year																				

	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 30%;">Number of student complaints/grievances received</td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> </tr> <tr> <td>Total no. of students appeared in the examinations</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table> <p>Data Requirement for the last five years:</p> <ul style="list-style-type: none"> <li>• Total number of complaints/grievances about evaluation</li> <li>• Total number of students appeared in the examinations</li> </ul> <p>Formula:</p> $\text{Percentage per year} = \frac{\text{Number of complaints or grievances about evaluation in a year}}{\text{Number of students appeared in the examination in that year}} \times 100$ $\text{Average percentage} = \frac{\sum \text{Percentage per year}}{5}$ <p><b>Upload</b></p> <ul style="list-style-type: none"> <li>• Certificate from Registrar / Controller of examination / Data on student grievances from the office of the Registrar (Evaluation)</li> <li>• Minutes of the grievance cell / relevant body</li> <li>• List of complaints / grievances year-wise during the last 5 years</li> <li>• List of students who appeared in the exams year-wise during the last 5 years (Data template)</li> <li>• Any other relevant information</li> </ul>	Number of student complaints/grievances received							Total no. of students appeared in the examinations							
Number of student complaints/grievances received																
Total no. of students appeared in the examinations																
<p><b>2.5.3</b></p> <p><b>QnM</b></p>	<p><b><i>Evaluation-related Grievance Redressal mechanism followed by the Institution:</i></b></p> <p>The University adopts the following mechanism for the redressal of evaluation-related grievances.</p> <p><b>Options</b>(<i>Opt one which is applicable to you</i>):</p> <ol style="list-style-type: none"> <li>1. Double valuation/Multiple valuation with appeal process for re-totaling/revaluation and access to answer script <input type="checkbox"/></li> <li>2. Double Valuation/Multiple valuation with appeal process for revaluation only <input type="checkbox"/></li> <li>3. Double Valuation/Multiple valuation with appeal process for re-totaling only <input type="checkbox"/></li> <li>4. Single valuation and appeal process for revaluation <input type="checkbox"/></li> <li>5. <i>Grievance Redressal mechanism does not exist</i> <input type="checkbox"/></li> </ol>	<p><b>5</b></p>														

	<p><b>Upload:</b></p> <ul style="list-style-type: none"> <li>• Provide links to the examination procedure and re-evaluation procedure developed by the institution and duly hosted in the institution's website</li> <li>• Report of the Controller of Examination/ registrar evaluation regarding the <i>Grievance Redressal mechanism followed by the Institution</i></li> <li>• Institutional data in prescribed format (Data Template)</li> <li>• <b>Any other relevant information</b></li> </ul>	
<p><b>2.5.4</b> <b>Q<sub>1</sub>M</b></p>	<p><b><i>Reforms in the process and procedure in the conduct of evaluation/examination; including Continuous Internal Assessment to improve the examination system.</i></b></p> <p>Describe examination reforms implemented by the University during the last 5 years with reference to the following within 500 words</p> <ul style="list-style-type: none"> <li>• Examination procedures</li> <li>• Processes integrating IT</li> <li>• Continuous internal assessment system</li> <li>• Competency-based assessment</li> <li>• Workplace-based assessment</li> <li>• Self assessment</li> <li>• OSCE/OSPE</li> </ul> <p><b>Provide weblink to :</b></p> <ul style="list-style-type: none"> <li>• Details of examination reforms implemented during the last 5 years</li> <li>• Any other relevant information</li> </ul>	<b>10</b>
<p><b>2.5.5</b> <b>Q<sub>n</sub>M</b></p>	<p><b><i>Status of automation of the Examination division, using Examination Management System (EMS) along with an approved online Examination Manual</i></b></p> <p><b>Options (Choose an applicable option):</b></p> <ol style="list-style-type: none"> <li>1. Complete automation of entire division &amp; implementation of the Examination Management System (EMS) <input type="checkbox"/></li> <li>2. Student registration, hall ticket issue &amp; result processing <input type="checkbox"/></li> <li>3. Student registration and result processing <input type="checkbox"/></li> <li>4. Result processing <input type="checkbox"/></li> <li>5. Manual methodology <input type="checkbox"/></li> </ol>	<b>10</b>

	<b>Upload:</b> <ul style="list-style-type: none"> <li>• Snap shot of the EMS used by the institution</li> <li>• Copies of the purchase order of the software/AMC of the software</li> <li>• The present status of automation., Invoice of the software, &amp; screenshots of software</li> <li>• Annual report of examination including present status of automation as approved by BOM / Syndicate / Governing Council</li> <li>• Institutional data in prescribed format (Data Template)</li> <li>• Any other relevant information</li> </ul>	
--	---	--

**Key Indicator - 2.6 Student Performance and Learning Outcomes (25)**

Metric No.		Weightage														
<b>2.6.1</b>  <b>Q<sub>1</sub>M</b>	<p><i>The Institution has stated learning outcomes /graduate attributes as per the provisions of Regulatory bodies which are integrated into the assessment process and widely publicized through the website and other documents</i></p> <p>Provide details of the stated learning outcomes for each programme / course as stipulated by the appropriate Regulatory body and the methods followed by the Institution for assessment of the same within 500 words.</p> <p>Provide weblink to :</p> <ul style="list-style-type: none"> <li>• Relevant documents pertaining to learning outcomes and graduate attributes</li> <li>• Methods of the assessment of learning outcomes and graduate attributes</li> <li>• Any other relevant information</li> </ul>	<b>10</b>														
<b>2.6.2</b>  <b>Q<sub>n</sub>M</b>	<p><i>Incremental performance in Pass percentage of final year students in the last five years</i></p> <p>2.6.2.1: Number of final year students of all the programmes, who passed in the university examinations in each of the last five years.</p> <p>2.6.2.2: Number of final year students of all the programmes, who appeared for the examinations in each of the last five years.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;">Year</td> <td style="width: 5%;"></td> <td style="width: 5%;"></td> <td style="width: 5%;"></td> <td style="width: 5%;"></td> <td style="width: 5%;"></td> <td style="width: 5%;"></td> </tr> <tr> <td></td> <td style="text-align: center;">UG</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table>	Year								UG						<b>15</b>
Year																
	UG															

	Number of final year students who passed in the exams	PG						
	Number of final year students who appeared in the exams	UG						
		PG						
	Total							
<p><b>Upload:</b></p> <ul style="list-style-type: none"> <li>List of Programmes and the number of students appeared and the number of students passed in the final year examination each year for the last five years.</li> <li>Institutional data in prescribed format (Data Template)</li> <li>Trend analysis in graphical format (refer annexure 02 of SOP)</li> <li>Link for the annual report of examination results as placed before BoM/ Syndicate/ Governing Council for the last five years.</li> <li>Any other relevant information</li> </ul>								

### Key Indicator - 2.7 Student Satisfaction Survey (30)

Metric No.		Weightage
2.7.1  Q <sub>n</sub> M	<p><i>Online student satisfaction survey regarding teaching learning process.</i></p> <p>Data Requirements: (As per Data Template)</p> <ul style="list-style-type: none"> <li>Name/ Class/ Gender</li> <li>Institutional Student Id number</li> <li>Mobile number</li> <li>Email id</li> <li>Degree Programme</li> </ul> <p><b>Upload</b></p> <ul style="list-style-type: none"> <li>Any other relevant information</li> <li>Database of all currently enrolled students (Data Template)</li> </ul>	<b>30</b>

### Criterion III - Research, Innovations and Extension (250)

#### Key Indicator - 3.1 Promotion of Research and Facilities (30)

Metric No.		Weightage
3.1.1  Q <sub>i</sub> M	<p><i>The Institution has a well-defined Research promotion policy and the same is uploaded on the Institutional website</i></p> <p><i>Provide details within 500 words on the Institutional research promotion policy, assigned budget for research and its utilization, methods for implementation and monitoring.</i></p>	<b>3</b>

	<p><b>Upload</b></p> <ul style="list-style-type: none"> <li>Minutes of the meetings of Governing Council/ Syndicate/Board of Management related to research promotion policy adoption</li> <li>Document on Research promotion policy.</li> <li>Any other relevant information</li> </ul>													
<p><b>3.1.2</b></p> <p><b>Q<sub>n</sub>M</b></p>	<p><b><i>The Institution provides seed money to its teachers for research</i></b></p> <p>3.1.2.1 The average amount of seed money provided by the Institution to its faculty year-wise during the last five years (INR in lakhs)</p> <table border="1"> <tr> <td><b>Year</b></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td><b>INR in lakhs</b></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table> <p>Data Requirement for last five years:</p> <ul style="list-style-type: none"> <li>Names of the teachers getting seed money during the last 5 years</li> <li>The amount of seed money</li> <li>Year of receiving seed money</li> <li>Duration of the grant</li> </ul> <p>Formula:</p> $\frac{\text{The total amount of seed money provided by institution to its faculty in the last 5 years}}{5}$ <p><b>Upload:</b></p> <ul style="list-style-type: none"> <li>Sanction letter of seed money to the faculty is mandatory</li> <li>Budget and expenditure statements signed by the Finance Officer indicating seed money provided and utilized (<b>Refer annexure number -01</b>)</li> <li>List of teachers receiving seed money and details of seed money received (Data Template)</li> <li>Any other relevant information</li> </ul>	<b>Year</b>						<b>INR in lakhs</b>						<p><b>5</b></p>
<b>Year</b>														
<b>INR in lakhs</b>														
<p><b>3.1.3</b></p> <p><b>Q<sub>n</sub>M</b></p>	<p><b><i>Average Percentage of teachers awarded national/ international fellowship / Financial support for advanced studies/collaborative research / conference participation in Indian and Overseas Institutions during the last five years</i></b></p> <table border="1"> <tr> <td><b>Year</b></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td><b>Number of teachers getting fellowships / Financial Support</b></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table>	<b>Year</b>						<b>Number of teachers getting fellowships / Financial Support</b>						<p><b>3</b></p>
<b>Year</b>														
<b>Number of teachers getting fellowships / Financial Support</b>														

	<table border="1" data-bbox="359 192 1185 241"> <tr> <td><b>Total number of teachers</b></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table> <p>3.1.3.1 The Average percentage of teachers awarded national /international fellowship for advanced studies / <i>collaborative research participation in Indian and Overseas Institutions during the last five year</i></p> <p><b>Formula</b>  Percentage per year=  Number of teachers awarded national/international fellowships Financial Support in a year  -----X100  Number of teachers in the institute in that year</p> <p>Average percentage = <math>\frac{\sum \text{Percentage per year}}{5}</math></p> <p>Data Requirements for last five years:</p> <ul style="list-style-type: none"> <li>• Name of the teacher awarded national/international fellowship etc.,</li> <li>• Name of the award / recognition</li> <li>• Year of Award / recognition</li> <li>• Awarding Agency</li> </ul> <p><b>Upload</b></p> <ul style="list-style-type: none"> <li>• Certified e-copies of the award / recognition letters of the teachers</li> <li>• List of teachers and their national/international fellowship details (Data Templates)</li> <li>• Any other relevant information</li> </ul>	<b>Total number of teachers</b>												
<b>Total number of teachers</b>														
<p><b>3.1.4</b> <b>Q<sub>n</sub>M</b></p>	<p><b><i>Number of JRFs, SRFs, Post Doctoral Fellows, Research Associates and other research fellows in the university enrolled during the last five years</i></b></p> <p>3.1.4.1 The Number of JRFs, SRFs, Post Doctoral Fellows, Research Associates and other research fellows in the university enrolled year-wise during the last five years</p> <table border="1" data-bbox="502 1624 1145 1742"> <tr> <td><b>Year</b></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td><b>Number</b></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table> <p>Data Requirements for the last five years:</p> <ul style="list-style-type: none"> <li>• Name of the Research fellow</li> <li>• Year of enrolment</li> <li>• Duration of fellowship</li> <li>• Type of the fellowship</li> <li>• Granting agency</li> </ul> <p><b>Upload</b></p>	<b>Year</b>						<b>Number</b>						<p><b>4</b></p>
<b>Year</b>														
<b>Number</b>														



	<ul style="list-style-type: none"> <li>List of research fellows and their fellowship details</li> <li>E copies of fellowship award letters</li> <li>Registration and guide / mentor allocation by the institution</li> <li>Institutional data in prescribed format (Data Template)</li> <li>Any other relevant informatio</li> </ul>	
<b>3.1.5</b>  <b>Q<sub>n</sub>M</b>	<p><b><i>University has the following facilities*</i></b></p> <ol style="list-style-type: none"> <li>Central Research Laboratory / Central Research Facility <input type="checkbox"/></li> <li>Animal House/ Medicinal plant garden / Museum <input type="checkbox"/></li> <li>Media laboratory/Business Lab/e-resource Studios <input type="checkbox"/></li> <li>Research/Statistical Databases/Health Informatics <input type="checkbox"/></li> <li>Clinical Trial Centre <input type="checkbox"/></li> </ol> <p>*An option may be selected even if one among the two or three of the facilities asked for is available. Eg: In Sl.No.2 even though only Museum is available in the Institution, the option may be exercised.</p> <p>Data Requirements:</p> <ul style="list-style-type: none"> <li>Name of the facility</li> <li>Year of establishment</li> <li>Videos/pictures</li> </ul> <p>Upload:</p> <ul style="list-style-type: none"> <li>Videos and geo-tagged photographs</li> <li>List of facilities provided by the University and their year of establishment (Data Template)</li> <li>Any other relevant information</li> </ul>	<b>10</b>
<b>3.1.6</b>  <b>Q<sub>n</sub>M</b>	<p><b><i>Percentage of departments with recognition by ICMR-CAR, DST-FIST, DBT, MCI, DCI, PCI, AICTE, AYUSH, NACO, WHO, NIH etc. and other similar recognitions by national and international agencies, (excluding mandatory recognitions by Regulatory Councils for UG /PG programmes)</i></b></p> <p><i>(Examples: WHO collaborating Centre, AYUSH &amp; AICTE Centre for Excellence, MCI Regional / Nodal Centre for Medical Education etc.,) (Data for the last 5 years)</i></p> <p><b><i>Note: Departments getting multiple recognitions shall be counted only once.</i></b></p> <p>3.1.6.1 The Number of departments with recognition by ICMR-CAR, DST-FIST, DBT, MCI, DCI, PCI, AICTE, AYUSH, NACO, WHO, NIH etc. and other similar recognitions by national and international agencies,</p> <p><b><i>3.1.6.2. Number of departments offering academic programmes year-wise during the last 5 years</i></b></p>	<b>5</b>

	<p>Data Requirements:</p> <ul style="list-style-type: none"> <li>• Name of the Department with recognition by <b>ICMR-CAR, DST-FIST, DBT, MCI, DCI, PCI, AICTE, AYUSH, NACO, WHO, NIH etc..</b> (excluding mandatory recognitions by Regulatory Councils for UG /PG programmes)</li> <li>• Name of the department offering academic programme</li> <li>• Name of the Scheme</li> <li>• Name of the funding agency</li> <li>• Year of Award</li> <li>• Funds provided</li> <li>• Duration of award</li> </ul> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;"><b>Year</b></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> </tr> <tr> <td><b>Number of Departments Recognized</b></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table> <p>Formula:</p> $\frac{\text{Number of academic departments with recognition by ICMR – CAR, DST – FIST, DBT, MCI, DCI, PCI, AICTE, AYUSH, NACO, WHO, NIH etc., and other similar recognitions during last 5 years}}{\text{Total number of academic departments}} \times 100$ <p><b>Upload</b></p> <ul style="list-style-type: none"> <li>• E-copies of departmental recognition award letters</li> <li>• List of departments and award details (Data Template)</li> <li>• Any other relevant information</li> </ul>	<b>Year</b>						<b>Number of Departments Recognized</b>						
<b>Year</b>														
<b>Number of Departments Recognized</b>														

**Key Indicator - 3.2 Resource Mobilization for Research (20)**

Metric No.		Weightage												
3.2.1  Q <sub>n</sub> M	<p><i>Grants for research projects /clinical trials sponsored by non-government sources such as industry, corporate houses, international bodies, endowments, professional associations, endowment-Chairs etc., in the Institution during the last five years</i></p> <p>3.2.1.1 Total Grants for research projects sponsored by non-government sources such as industry, corporate houses, international bodies, endowments, professional associations, endowment-Chairs in the Institution year-wise during the last five years (INR in Lakhs)</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;"><b>Year</b></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> </tr> <tr> <td><b>INR in Lakhs</b></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table>	<b>Year</b>						<b>INR in Lakhs</b>						5
<b>Year</b>														
<b>INR in Lakhs</b>														

	<p>Data requirement for the last five years:</p> <ul style="list-style-type: none"> <li>• Name of the Project/ Endowment Chairs</li> <li>• Name of the Principal Investigator</li> <li>• Department of Principal Investigator</li> <li>• Year of Award</li> <li>• Funds provided</li> <li>• Duration of the project</li> <li>• Name of the Project/ Endowment Chairs</li> </ul> <p><b>Upload</b></p> <ul style="list-style-type: none"> <li>• E-copies of the grant award letters for research projects sponsored by non-government organizations</li> <li>• List of project and grant details (Data Template)</li> <li>• Any other relevant information</li> </ul>													
<p><b>3.2.2</b> <b>Q<sub>n</sub>M</b></p>	<p><b><i>Grants for research projects/clinical research project sponsored by the government funding agencies during the last five years</i></b></p> <p>3.2.2.1 Total Grants for research projects sponsored by government sources- year-wise during the last five years (INR in Lakhs)</p> <table border="1" data-bbox="376 954 1155 1050"> <tr> <td><b>Year</b></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td><b>Amount (INR in Lakhs)</b></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table> <p>Data requirement for the last five years: (As per Data Template)</p> <ul style="list-style-type: none"> <li>• Name of the Project</li> <li>• Name of the Principal Investigator</li> <li>• Department of Principal Investigator</li> <li>• Year of Award</li> <li>• Funds provided</li> <li>• Duration of the project <i>/clinical trials</i></li> <li>• Funding Agency</li> <li>• Total amount of funds received</li> </ul> <p><b>Upload:</b></p> <ul style="list-style-type: none"> <li>• E-copies of the grant award letters for research projects sponsored by government agencies</li> <li>• List of projects and grant details (Data Template)</li> <li>• Any other relevant information</li> </ul>	<b>Year</b>						<b>Amount (INR in Lakhs)</b>						<p><b>10</b></p>
<b>Year</b>														
<b>Amount (INR in Lakhs)</b>														
<p><b>3.2.3</b> <b>Q<sub>n</sub>M</b></p>	<p><b><i>Ratio of research projects/clinical trials per teacher funded by government/industries and non-government agencies during the last five years</i></b></p> <p>3.2.3.1 Number of research projects/clinical trials funded by government /industries and non-government agencies during the last five years</p> <p>3.2.3.2 Number of fulltime teachers in the Institution during the last 5 years</p>	<p><b>5</b></p>												

	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 40%;"><b>Year</b></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> </tr> <tr> <td><b>Number of Research projects /clinical trails</b></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td><b>Number of full-time teachers</b></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table> <p>Data requirement for the last five years: (As per Data Template)</p> <ul style="list-style-type: none"> <li>• Name of Principal Investigator</li> <li>• Duration of project</li> <li>• Name of the research project/clinical trial</li> <li>• Amount / Fund received</li> <li>• Name of funding agency</li> <li>• Year of sanction</li> <li>• Department of the recipient</li> </ul> <p>Formula:  <b>Projects/Clinical trials ratio =</b></p> $\frac{\text{Total number of research projects/clinical trials funded by government/industries and non- government agencies during the last five years}}{\text{Average number of full-time teachers during the last five years}}$ <p><b>Upload</b></p> <ul style="list-style-type: none"> <li>• List of research projects and funding details (Data Template)</li> <li>• Supporting document/s from Funding Agencies</li> <li>• <b>Copy of the letter indicating the sanction of research project funded by govt./non-govt agency and industry including details of name of teacher and amount in INR</b></li> <li>• Any other relevant information</li> </ul>	<b>Year</b>						<b>Number of Research projects /clinical trails</b>						<b>Number of full-time teachers</b>						
<b>Year</b>																				
<b>Number of Research projects /clinical trails</b>																				
<b>Number of full-time teachers</b>																				

### Key Indicator - 3.3 Innovation Ecosystem (20)

Metric No.		Weightage
3.3.1  QIM	<p><b><i>Institution has created an ecosystem for innovations and entrepreneurship with an Incubation centre, entrepreneurship cell</i></b></p> <p>Enumerate the initiatives of the Institution on innovation and entrepreneurship and their output (start-ups, incubatees, entrepreneurs) and the available facilities within 500 words</p> <p><b>File description</b></p> <ul style="list-style-type: none"> <li>• Geo-tagged the facilities and innovations made</li> <li>• Any other relevant information</li> </ul>	<b>5</b>
3.3.2  QIM	<p><b><i>Workshops/seminars conducted on Intellectual Property Rights (IPR) Research methodology, Good clinical Practice, Laboratory, Pharmacy and Collection practices, Research Grant writing and Industry-Academia Collaborations during the last five years</i></b></p>	<b>6</b>

	<p>Response to be given within 500 words</p> <p><b>Provide web link to:</b></p> <ul style="list-style-type: none"> <li>• Reports of the events</li> <li>• List of workshops/seminars on the above during the last 5 years</li> <li>• Any other relevant information</li> </ul>													
<p><b>3.3.3</b> <b>QnM</b></p>	<p><b><i>Number of awards / recognitions received for innovation / discoveries by the Institution/teachers/research scholars/students from recognized bodies during the last five years</i></b></p> <p>3.3.3.1 Total number of awards/recognitions received by the Institution/teachers/research scholars/students <b><i>from recognized bodies</i></b> year-wise during the last five years</p> <table border="1"> <tr> <td><b>Year</b></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td><b>Number of awards/ recognitions</b></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table> <p><b>Upload:</b></p> <ul style="list-style-type: none"> <li>• E-Copies of award letters (scanned or soft copy) for innovations with details of the awardee and the awarding agency</li> <li>• Link to appropriate details on the Institutional website</li> <li>• Institutional data in prescribed format (Data Template)</li> </ul>	<b>Year</b>						<b>Number of awards/ recognitions</b>						<b>4</b>
<b>Year</b>														
<b>Number of awards/ recognitions</b>														
<p><b>3.3.4</b> <b>QnM</b></p>	<p><b><i>Number of start-ups incubated on campus during the last five years</i></b></p> <p>3.3.4.1 Total number of start-ups incubated on campus year-wise during the last five years (a startup to be counted only once)</p> <table border="1"> <tr> <td><b>Year</b></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td><b>Number of Start-ups incubated</b></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table> <p>Data requirements for the last five years: (As per Data Template)</p> <ul style="list-style-type: none"> <li>• Names of the start-ups</li> <li>• Nature of start-up</li> <li>• Year of commencement</li> <li>• Contact information of the promoters</li> </ul> <p><b>Upload:</b></p> <ul style="list-style-type: none"> <li>• Registration letter</li> <li>• E- sanction order of the University for the start-ups on the campus</li> <li>• Contact details of the promoters</li> <li>• List of start-ups- details like name of the start-up, nature, year of commencement etc (Data Template)</li> <li>• Any other relevant information</li> </ul>	<b>Year</b>						<b>Number of Start-ups incubated</b>						<b>5</b>
<b>Year</b>														
<b>Number of Start-ups incubated</b>														

**Key Indicators - 3.4 Research Publications and Awards (100)**

Metric No.		Weightage
<p><b>3.4.1</b></p> <p><b>Q<sub>n</sub>M</b></p>	<p><i>The Institution has a stated Code of Ethics for research, the implementation of which is ensured by the following:</i></p> <p><i>Option</i></p> <p>1. <i>Research methodology with course on research ethics</i> <input type="checkbox"/></p> <p>2. <i>Ethics committee</i> <input type="checkbox"/></p> <p>3. <i>Plagiarism check</i> <input type="checkbox"/></p> <p>4. <i>Committee on Publication guidelines</i> <input type="checkbox"/></p> <p><b>Upload:</b></p> <ul style="list-style-type: none"> <li>• Institutional code of Ethics document</li> <li>• Course content of research ethics and details of members of ethical committee</li> <li>• Copy of software procurement for plagiarism check</li> <li>• Details of committee on publication guidelines</li> <li>• Minutes of the relevant committees with reference to the code of ethics</li> <li>• Institutional data in prescribed format (Data Template)</li> <li>• Any other relevant information</li> </ul>	<p align="center"><b>7</b></p>
<p><b>3.4.2</b></p> <p><b>Q<sub>n</sub>M</b></p>	<p><i>The Institution provides incentives for teachers who receive state, national or international recognitions/awards</i></p> <p><i>Option</i></p> <p>1. <i>Career Advancement</i> <input type="checkbox"/></p> <p>2. <i>Salary increment</i> <input type="checkbox"/></p> <p>3. <i>Recognition by Institutional website notification</i> <input type="checkbox"/></p> <p>4. <i>Commendation certificate with cash award</i> <input type="checkbox"/></p> <p><b>Upload:</b></p> <ul style="list-style-type: none"> <li>• Policy on Career advancement for the awardees</li> <li>• Policy on salary increment for the awardees</li> <li>• Snapshots of recognition of notification in the HEI's website</li> <li>• Copy of commendation certificate and receipt of cash award</li> <li>• List of the awardees and list of awarding agencies and year with contact details for the last 5 years</li> <li>• Incentive details (link to the appropriate details on the Institutional website)</li> <li>• Institutional data in prescribed format (Data Template)</li> </ul>	<p align="center"><b>10</b></p>
<p><b>3.4.3</b></p> <p><b>Q<sub>n</sub>M</b></p>	<p><i>Number of Patents/ Copyrights published/awarded/technology-transferred during the last five years</i></p> <p>3.4.3.1 Total number of Patents/ Copyrights published/awarded/technology-transferred year-wise during the last five years</p>	<p align="center"><b>10</b></p>

	<table border="1"> <tr> <td>Year</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Number of Patents/ Copyrights <i>published / awarded/technology-transferred</i></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table> <p><b><u>Note: Patents published and awarded alone are to be included.</u></b></p> <p><b>Upload:</b></p> <ul style="list-style-type: none"> <li>• List of patents/Copyrights and the year they were published/awarded</li> <li>• E- copies of the letters of award/ publication of patent/copyright/ <i>technology-transferred</i></li> <li>• Technology transfer document</li> <li>• Institutional data in prescribed format (Data Template)</li> <li>• Any other relevant information</li> </ul>	Year						Number of Patents/ Copyrights <i>published / awarded/technology-transferred</i>																
Year																								
Number of Patents/ Copyrights <i>published / awarded/technology-transferred</i>																								
3.4.4 Q <sub>n</sub> M	<p><b><i>Average number of Ph.D/ DM/ M Ch/ PG Degree in the respective disciplines awarded per recognized PG teacher* of the Institution during the last five years</i></b></p> <p>3.4.4.1 Number of Ph.D.s /DM/M Ch/PG degrees in the respective disciplines awarded per recognized PG teacher* of the Institution during the last five years</p> <p>3.4.4.2 Number of PG teachers recognized as guides by the Regulatory Bodies / Universities during the last five years</p> <p><b>Formula:</b>  Number of Ph.D.s /DM/M.Ch/PG degrees in the respective disciplines awarded during the last five years  <hr/> Number of PG teachers recognized as guides by the University/ Regulatory Bodies during the last five years</p> <p>* Eligible PG teachers are those who are recognized as PG/PhD guides by the University / respective Regulatory Bodies</p> <p><b>Upload:</b></p> <ul style="list-style-type: none"> <li>• List of PhD/DM/M.Ch candidates with details like name of the guide, title of the thesis, year of award, award letter etc.</li> <li>• Web page for research in the Institutional website.</li> <li>• Institutional data in prescribed format (Data Template)</li> <li>• Any other relevant information</li> </ul>	16																						
3.4.5 Q <sub>n</sub> M	<p><b><i>Average Number of research papers per teacher in the approved list of Journals in Scopus / Web of Science/ PubMed during the last five calendar years</i></b></p> <p>3.4.5.1 Number of research papers in the approved list of Journals included in Scopus/Web of Science/PubMed during the last five calendar years</p> <table border="1"> <thead> <tr> <th rowspan="2">Calendar Years</th> <th rowspan="2">Average Number of Fulltime teachers</th> <th colspan="4">Number of Research Papers included in</th> </tr> <tr> <th>Scopus</th> <th>Web of Science</th> <th>Pub Med</th> <th>UGC listed</th> </tr> </thead> <tbody> <tr> <td>From</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>To</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Calendar Years	Average Number of Fulltime teachers	Number of Research Papers included in				Scopus	Web of Science	Pub Med	UGC listed	From						To						15
Calendar Years	Average Number of Fulltime teachers			Number of Research Papers included in																				
		Scopus	Web of Science	Pub Med	UGC listed																			
From																								
To																								

	<p><b>Formula:</b>  Total number of Publications=S1(data from SCOPUS) + W1 (data from Web of Science) + P1 (data from Pub Med)</p> <hr/> <p>Average number of fulltime teachers during the last five calendar years</p> <p>Data Requirements: (As per Data Template)</p> <ul style="list-style-type: none"> <li>• Title of paper</li> <li>• Name of the author/s</li> <li>• Department of the teacher</li> <li>• Name of journal</li> <li>• Year of publication</li> <li>• Scopus/Web of Science/PubMed Ref. number/link</li> <li>• Names of the indexing databases</li> </ul> <p><b>Upload:</b></p> <ul style="list-style-type: none"> <li>• List of research papers by title, author, department, name and year of publication and Scopus/Web of Science/PubMed list ref. No: (Data Template) /link</li> <li>• Names of the indexing databases</li> <li>• Any other relevant information</li> </ul> <p><i>* The Data obtained from INFLIBNET will be used for the purpose of calculation of scores.</i></p>																			
<p><b>3.4.6</b> <b>Q<sub>n</sub>M</b></p>	<p><b><i>Average Number of research papers per teacher in the approved list of Journals notified in UGC-CARE list during the last five calendar years</i></b></p> <p>3.4.6.1 Number of research papers in the approved list of Journals notified on UGC website during the last five years</p> <table border="1" data-bbox="424 1189 1238 1352"> <tr> <td><b>Calendar Years</b></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td><b>Number of research papers</b></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td><b>Number of fulltime teachers</b></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table> <p>Data Requirements: (As per Data Template)</p> <ul style="list-style-type: none"> <li>• Title of paper</li> <li>• Name of the author/s</li> <li>• Department of the teacher</li> <li>• Name of journal</li> <li>• Year of publication</li> <li>• UGC-CARE list ref. No: /link</li> </ul> <p>Formula: :</p> <p style="text-align: center;">Number of research papers by teachers in UGC notified journals during the last five calendar years</p> <p style="text-align: center;">-----</p> <p style="text-align: center;">Average number of full-time teachers during the last five calendar years</p> <p><b>Upload:</b></p> <ul style="list-style-type: none"> <li>• List of research papers by title, author, department, name and year of publication and UGC list ref. No: (Data Template) /link</li> <li>• Names of the indexing databases</li> <li>• Any other relevant information</li> </ul>	<b>Calendar Years</b>						<b>Number of research papers</b>						<b>Number of fulltime teachers</b>						<p><b>10</b></p>
<b>Calendar Years</b>																				
<b>Number of research papers</b>																				
<b>Number of fulltime teachers</b>																				



<p><b>3.4.7</b> <b>Q<sub>n</sub>M</b></p>	<p><b>Total Number of books/ chapters in edited volumes and papers in National/International conference-proceedings published per teacher and indexed in Scopus/Web of Science/ PubMed UGC-CARE list during the last five calendar years</b></p> <p>3.4.7.1 Total number of books/ chapters in edited volumes and papers in National/International conference-proceedings published per teacher and indexed in Scopus/Web of Science/ PubMed during the last five calendar years</p> <table border="1" data-bbox="395 495 1291 703"> <tr> <td><b>Calendar Years</b></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td><b>Number of Books/Chapters and papers in National / International conference-proceedings etc.</b></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td><b>No. of full-time teachers</b></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table> <p>Data Requirements for the last five calendar years: (As per Data Template)</p> <ul style="list-style-type: none"> <li>• Name of the teacher: Title of the paper</li> <li>• Title of the book published: Name of the author/s: Title of the proceedings of the conference</li> <li>• Name of the publisher: National / International</li> <li>• National / international : Scopus/Web of Science/PubMed/UGC-CARE list ref. number /link</li> <li>• Year of publication:</li> </ul> <p><b>Upload</b></p> <ul style="list-style-type: none"> <li>• List of books and chapters in edited volumes / books published (Data Template)</li> <li>• List of names of publishers : National/ International</li> <li>• Any other relevant information</li> </ul> <p><i>* The Data obtained from INFLIBNET will be used for the purpose of calculation of scores.</i></p>	<b>Calendar Years</b>						<b>Number of Books/Chapters and papers in National / International conference-proceedings etc.</b>						<b>No. of full-time teachers</b>						<p><b>7</b></p>
<b>Calendar Years</b>																				
<b>Number of Books/Chapters and papers in National / International conference-proceedings etc.</b>																				
<b>No. of full-time teachers</b>																				

<p><b>3.4.8</b></p> <p><b>Q<sub>n</sub>M</b></p>	<p><b><i>Bibliometric of the publications during the last five calendar years based on average Citation Index in Scopus/ Web of Science</i></b></p> <p>Data Requirements for the last five years:</p> <ul style="list-style-type: none"> <li>• Title of the paper</li> <li>• Name of the author</li> <li>• Title of the journal</li> <li>• Year of publication</li> <li>• Citation Index of publication</li> </ul> <p>Formula:</p> $\frac{0.5 \times \text{Total number of Citations SCOPUS in five years} + 0.5 \times \text{Total number of Citations in Web of Science in five years}}{0.5 \times \text{Total number of Publications in SCOPUS in five years} + 0.5 \times \text{Total number of Publications in Web of Science in last five calendar years}}$ <p>=Average Citation index</p> <p><b>Upload</b></p> <ul style="list-style-type: none"> <li>• List of the publications during the last five years</li> <li>• Institutional data in prescribed format (Data Template)</li> <li>• Any other relevant information</li> </ul> <p><b><i>* The Data obtained from INFLIBNET will be used for the purpose of calculation of scores.</i></b></p>	<p><b>13</b></p>
<p><b>3.4.9</b></p> <p><b>Q<sub>n</sub>M</b></p>	<p><b>Provide Scopus/ Web of Science – h-index of the Institution for the last 5 calendar years.</b></p> <p>Data Requirements for the last five years:</p> <ul style="list-style-type: none"> <li>• Title of the paper</li> <li>• Name of the author</li> <li>• Title of the journal</li> <li>• Year of publication</li> <li>• H index</li> </ul> <p>Formula:</p> $\frac{\text{h – Index of Scopus} + \text{h – Index of Web of Science in the last 5 calendar years}}{2}$ <p>= h– Index of the Institution</p> <p><b>Upload</b></p> <ul style="list-style-type: none"> <li>• Bibliometrics of publications based on Scopus/ Web of Science - h-index of the Institution</li> <li>• Institutional data in prescribed format (Data Template)</li> <li>• Any other relevant information</li> </ul> <p><b><i>* The Data obtained from Inflibnet will be used for the purpose of calculation of scores.</i></b></p>	<p><b>12</b></p>

**Key Indicator– 3.5 Consultancy (15)**

Metric No.		Weightage												
<p><b>3.5.1</b></p> <p><b>Q<sub>1</sub>M</b></p>	<p><i>Institution has a policy on IPR and consultancy including revenue sharing between the Institution and the individual, besides a training cum capacity building programme for teachers, students and staff for undertaking consultancy.</i></p> <p>Describe the Institutional policy on IPR and consultancy, implementation strategies (publicizing the expertise, available facilities, training for consultancy etc.) including the revenue sharing formula. The structured training cum capacity building programme with appropriate fund allocation details also to be provided. Response to be given within 500 words</p> <p>Provide weblink to:</p> <ul style="list-style-type: none"> <li>• Minutes of the Governing Council/ Syndicate/Board of Management related to IPR and consultancy policy.</li> <li>• Link to the soft copy of the IPR and Consultancy Policy.</li> <li>• List of the training / capacity building programmes conducted during the last 5 years.</li> <li>• Any other relevant information</li> </ul>	<p align="center"><b>10</b></p>												
<p><b>3.5.2</b></p> <p><b>Q<sub>n</sub>M</b></p>	<p><i>Revenue generated from advisory / R&amp;D consultancy projects(exclude Patients consultancy) including Clinical trials during the last five years</i></p> <p>3.5.2.1 Total amount generated from consultancy year-wise during the last five years (INR in lakhs)</p> <table border="1" data-bbox="395 1467 1273 1563"> <tr> <td><b>Year</b></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td><b>Amount (INR in lakhs)</b></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table> <p>Data Requirement for the last five years:</p> <ul style="list-style-type: none"> <li>• Names of the consultants</li> <li>• Name of consultancy projects including Clinical trials</li> <li>• Consulting/Sponsoring agency with contact details</li> <li>• Revenue generated (amount in INR in lakhs per project)</li> <li>• Total revenue generated in INR in lakhs</li> </ul> <p><b>Upload</b></p> <ul style="list-style-type: none"> <li>• Audited statements of accounts indicating the revenue generated through consultancy/clinical trials</li> </ul>	<b>Year</b>						<b>Amount (INR in lakhs)</b>						<p align="center"><b>5</b></p>
<b>Year</b>														
<b>Amount (INR in lakhs)</b>														

	<ul style="list-style-type: none"> <li>• CA certified copy/Finance Officer Certified copy attested by head of the institute <b>(Refer annexure number -01)</b></li> <li>• List of consultants and revenue generated by them (Data Template)</li> <li>• Any other relevant information</li> </ul>	
--	--	--

**Key Indicators - 3.6 Extension Activities (45)**

Metric No.		Weightage												
3.6.1 Q <sub>n</sub> M	<p><i>Extension* and outreach activities* such as community Health Education, Community health camps, Tele-conferences, Tele-Medicine consultancy etc., are conducted in collaboration with industry, Government and non- Government Organisations engaging NSS/NCC/Red cross/YRC, Institutional clubs etc., during the last five years</i></p> <p><i>*check glossary for definition</i></p> <p>3.6.1.1 Number of extension and outreach activities conducted in collaboration with industry, community Government and Non-Government Organisations engaging NSS/NCC/Red cross/YRC, Institutional clubs etc., year-wise during the last five years</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%;"><b>Year</b></td> <td style="width: 15%;"></td> <td style="width: 15%;"></td> <td style="width: 15%;"></td> <td style="width: 15%;"></td> <td style="width: 15%;"></td> </tr> <tr> <td><b>Number of activities</b></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table> <p><i>Data requirement as in 3.6.2 (data Template common to both 3.6.1 &amp; 3.6.2)</i>  <b>Upload:</b></p> <ul style="list-style-type: none"> <li>• Photographs or any supporting document in relevance</li> <li>• Detailed program report for each extension and outreach program should be made available, with specific mention of number of students and collaborating agency participated</li> <li>• Description of participation by NSS/NCC/Red cross/YRC, Institutional clubs etc., year-wise for the last 5 years</li> <li>• Any other relevant information</li> </ul>	<b>Year</b>						<b>Number of activities</b>						<b>15</b>
<b>Year</b>														
<b>Number of activities</b>														
3.6.2 Q <sub>n</sub> M	<p><i>Average percentage of students participating in extension and outreach activities beyond the curricular requirement as stated at 3.6.1</i></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%;"><b>Year</b></td> <td style="width: 15%;"></td> <td style="width: 15%;"></td> <td style="width: 15%;"></td> <td style="width: 15%;"></td> <td style="width: 15%;"></td> </tr> <tr> <td><b>Number of students</b></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table> <p><b>Formula</b>            Number of students participating in extension –outreach activities beyond the curricular requirement in a year</p> <p style="text-align: center;"><b>Percentage per year =-----x100</b></p>	<b>Year</b>						<b>Number of students</b>						<b>10</b>
<b>Year</b>														
<b>Number of students</b>														

	<p style="text-align: center;">Total number of students in that year</p> <p>Average percentage = <math>\frac{\sum \text{Percentage per year}}{5}</math></p> <p>Data Requirement for the last five years: (As per Data Template)</p> <ul style="list-style-type: none"> <li>• Name and number of the extension and outreach activities</li> <li>• Names of the collaborating agencies: Non- government, industry, community with contact details</li> <li>• Number of students who participated in each of the activities</li> </ul> <p><b>Upload</b></p> <ul style="list-style-type: none"> <li>• Reports of the events organized</li> <li>• Number of extension and outreach activities conducted with industry, community etc., for the last five years (Data Template)</li> <li>• Geo tagged Photos of events and activities</li> <li>• Any other relevant information</li> </ul>	
<p><b>3.6.3</b> <b>QIM</b></p>	<p><b><i>Number of awards and recognitions received for extension and outreach activities from Government / other recognized bodies during the last five years</i></b></p> <p>Describe the nature and basis of awards /recognitions received for extension and outreach activities of the Institution year-wise from Government /other recognised bodies during the last five years within 500 words</p> <p>Data Requirement for the last five years:</p> <ul style="list-style-type: none"> <li>• Name of the activity</li> <li>• Name of the awards/ recognitions</li> <li>• Name of the awarding government agency/ other recognised bodies</li> <li>• Year of the award</li> </ul> <p><b>Provide web link:</b></p> <ul style="list-style-type: none"> <li>• Number of awards for extension activities in the last 5 years- e-copy of the award letters</li> <li>• <i>List of Government/other recognized bodies that have given the awards</i></li> <li>• <i>Any other relevant information</i></li> </ul>	<b>05</b>
<p><b>3.6.4</b> <b>QIM</b></p>	<p><b><i>Institutional social responsibility activities in the neighborhood community in terms of education, environmental issues like Swachh Bharath, health and hygiene awareness, delivery of free/ subsidized health care and socio economic development issues carried out by the students and staff, including the amount of expenditure incurred during the last five years</i></b></p> <p>Describe the impact of extension activities in sensitizing students to social issues and holistic development within 500 words</p>	<b>15</b>

	<b>Provide web link to:</b> <ul style="list-style-type: none"> <li>• Geo-tagged photographs of Institutional social responsibility activities</li> <li>• Link for additional information</li> </ul>	
--	---	--

**Key Indicator - 3.7 Collaboration (20)**

Metric No.		Weightage												
3.7.1  Q <sub>n</sub> M	<p><b><i>Average Number of Collaborative activities for research, faculty exchange, student exchange/ Industry-internship etc., per year</i></b></p> <p>3.7.1.1 Total number of Collaborative activities for research, faculty exchange, student exchange year-wise during the last five years</p> <table border="1" style="margin-left: 40px;"> <tr> <td style="text-align: center;">Year</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td style="text-align: center;">Number of collaborative activities</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table> <p>Data Requirements for the last five years:</p> <ul style="list-style-type: none"> <li>• Title of the collaborative activity</li> <li>• Name of the collaborating agency with contact details</li> <li>• Source of financial support</li> <li>• Year of collaboration</li> <li>• Duration</li> <li>• Nature of the activity</li> </ul> <p>Formula</p> $\frac{\text{Total Number of such activities during the last five years}}{5}$ <p><b>Upload</b></p> <ul style="list-style-type: none"> <li>• List of Collaborative activities for research, faculty etc., (as per Data Template)</li> <li>• Certified copies of collaboration documents and exchange visits</li> <li>• Link with collaborating Institutional website</li> <li>• Any other relevant information</li> </ul>	Year						Number of collaborative activities						<b>10</b>
Year														
Number of collaborative activities														
3.7.2  Q <sub>n</sub> M	<p><b><i>Presence of functional MoUs with Institutions/ industries in India and abroad for academic, clinical training / internship, on-the-job training, project work, student / faculty exchange, collaborative research programmes etc., during the last five years</i></b></p> <p>3.7.2.1 Number of functional MoUs for faculty exchange, student exchange, academics, clinical training, internship, on-the-job training, project work, collaborative research programmes etc., during the last five years</p>	<b>10</b>												

	<table border="1"> <tr> <td><b>Year</b></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td><b>Number of MoUs</b></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table>	<b>Year</b>						<b>Number of MoUs</b>						
<b>Year</b>														
<b>Number of MoUs</b>														
	<p>Data Requirements for the last five years: (As per Data Template)</p> <ul style="list-style-type: none"> <li>• Title of the MoU</li> <li>• Name of the partnering Institution/ Industry /research lab with contact details</li> <li>• Year of commencement</li> <li>• Duration(From-to)</li> <li>• Nature of MoU</li> <li>• Details of activities</li> </ul> <p>Upload:</p> <ul style="list-style-type: none"> <li>• E-copies of the functional MoU's with institution/ industry/ corporate house, Indicating the start date and completion date</li> <li>• Institutional data in prescribed format.</li> </ul>													

#### Criterion IV - Infrastructure and Learning Resources (100)

##### Key Indicator - 4.1 Physical Facilities (20)

Metric No		Weightage
4.1.1 Q1M	<p><i>The Institution has adequate physical facilities for teaching – learning, skills acquisition etc.</i></p> <p>Describe the adequacy of facilities for teaching –learning viz., classrooms, ICT-enabled classrooms, seminar halls, facilities for Clinical learning, learning in the community, AYUSH-related learning cum therapy center, well equipped laboratories, Skills labs etc. as stipulated by the appropriate Regulatory bodies within 1000 words</p> <p><b>Provide weblink to :</b></p> <ul style="list-style-type: none"> <li>• Teaching- learning and skills acquisition facilities in the Institution</li> <li>• Geotagged photographs of the facilities</li> <li>• Any other relevant information</li> </ul>	5
4.1.2 Q1M	<p><i>The Institution has adequate facilities to support physical and recreational requirements of students and staff- sports, games (indoor, outdoor), gymnasium, auditorium, yoga centre etc. and for cultural activities</i></p>	5

	<p>Describe the facilities available for sports, games and cultural activities including specifications about area/size, year of establishment and user rate etc., within 500 words</p> <p><b>Provide web link to :</b></p> <ul style="list-style-type: none"> <li>• Available sports and cultural facilities : Geotagging</li> <li>• Any other relevant information</li> </ul>													
<p><b>4.1.3</b></p> <p><b>QIM</b></p>	<p><b><i>Availability and adequacy of general campus facilities and overall ambience:</i></b></p> <p>Describe the availability and adequacy of campus facilities such as hostels, medical facilities, toilets, canteen, post office, bank, roads and signage, topography, greenery, alternate sources of energy, STP, water purification plant etc. (within 500 words)</p> <p><b>Provide weblink to :</b></p> <ul style="list-style-type: none"> <li>• Geo-tagged photographs of campus facilities</li> <li>• Any other relevant information</li> </ul>	<b>5</b>												
<p><b>4.1.4</b></p> <p><b>Q<sub>n</sub>M</b></p>	<p><b><i>Average percentage of expenditure incurred, excluding salary, for infrastructure development and augmentation during the last five years</i></b></p> <p><i>Percentage of expenditure incurred, excluding salary, for infrastructure development and augmentation during the last five years (INR in lakhs)</i></p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td><b>Year</b></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td><b>Amount (INR in lakhs)</b></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table> <p>Data Requirement for the last five years: (As per Data Template)</p> <ul style="list-style-type: none"> <li>• Expenditure for infrastructure development and augmentation</li> <li>• Total expenditure excluding salary</li> </ul> <p>Formula:</p> <p>Percentage per year = <math display="block">\frac{\text{Expenditure on infrastructure development and augmentation excluding salary for a year}}{\text{Total expenditure excluding salary for that year}} \times 100</math></p> <p style="text-align: center;"><math display="block">\text{Average percentage} = \frac{\sum \text{Percentage per year}}{5}</math></p> <p><b>Upload:</b></p> <ul style="list-style-type: none"> <li>• Audited report / utilization statements (highlight relevant items) (<b>Refer annexure number -01</b>)</li> <li>• Details of budget allocation, excluding salary during the last five years (Data Template)</li> <li>• Any other relevant information</li> </ul>	<b>Year</b>						<b>Amount (INR in lakhs)</b>						<b>5</b>
<b>Year</b>														
<b>Amount (INR in lakhs)</b>														



**Key Indicator - 4.2 Clinical, Equipment and Laboratory Learning Resources (30)**

Metric No.		Weightage
4.2.1 QIM	<p><b><i>Teaching Hospital/s, Equipments, Laboratory and clinical teaching-learning facilities including equipment as per the norms of the respective Regulatory Bodies.</i></b></p> <p>Describe the adequacy of facilities for clinical teaching learning within 1000 words</p> <p><b>Provide web link to :</b></p> <ul style="list-style-type: none"> <li>• The facilities as per the stipulations of the respective Regulatory Bodies with Geotagging</li> <li>• List of facilities available for patient care, teaching- learning and research with geotagged evidences</li> <li>• Any other relevant information</li> </ul>	15
4.2.2 QIM	<p><b>Describe the adequacy of both outpatients and inpatients in the teaching hospital during the last five years vis-a-vis the number of students trained and programmes offered (based on HIMS / EMR) within 500 words.</b></p> <p>Provide web link to :</p> <ul style="list-style-type: none"> <li>• Year-wise outpatient and inpatient statistics for the last 5 years</li> <li>• Description of adequacy of outpatient and inpatient statistics as per the norms of the Regulatory Bodies (critical documents to be verified by DVV)</li> <li>• Link to hospital records / Hospital Management Information System</li> </ul>	5
4.2.3 QnM	<p><b><i>Availability of infrastructure for community based learning</i></b></p> <p><b>Institution has:</b></p> <ol style="list-style-type: none"> <li>1. Attached Satellite Primary Health Centers <input type="text"/></li> <li>2. Attached Rural Health Centers available for training of students <input type="text"/></li> <li>3. Attached Urban Health Centre for training of students <input type="text"/></li> <li>4. Residential facility for students / trainees at the above peripheral health centers / hospitals <input type="text"/></li> </ol> <p><b>Upload</b></p> <ul style="list-style-type: none"> <li>• Geotagged photographs of Health Centers</li> <li>• Government Order on allotment/assignment of PHC to the institution</li> <li>• Documents of resident facility</li> <li>• Any other relevant information</li> </ul>	7

<b>4.2.4 QnM</b>	<p><b>Is the Teaching Hospital / Clinical Laboratory accredited by any National Accrediting Agency?</b></p> <p>A. NABH accreditation <input type="checkbox"/></p> <p>B. NABL accreditation <input type="checkbox"/></p> <p>C. International accreditation like JCI, <input type="checkbox"/></p> <p>D. ISO certification of departments /Institution <input type="checkbox"/></p> <p>E. GLP/GCLP accreditation. <input type="checkbox"/></p> <p><b>Upload:</b></p> <ul style="list-style-type: none"> <li>• Copies of the Certificate/s of Accreditations</li> <li>• Any other relevant documents</li> </ul>	<b>3</b>

**Key Indicator - 4.3 Library as a Learning Resource (20)**

<b>Metric No.</b>		<b>Weightage</b>
<b>4.3.1 Qm</b>	<p><b><i>Library is automated using Integrated Library Management System (ILMS)</i></b></p> <p>Describe the Management System of the Library within 500 words</p> <ul style="list-style-type: none"> <li>• Name and features of the ILMS software</li> <li>• Nature and extent of automation (full or partial)</li> <li>• Year of commencement and completion of automation</li> </ul> <p><b>Provide Weblink to:</b></p> <ul style="list-style-type: none"> <li>• Geotagged photographs</li> <li>• Any other relevant information</li> </ul>	<b>4</b>
<b>4.3.2 Qm</b>	<p><b><i>Total number of books and reference volumes as well as collection of ancient books, manuscripts, Digitalized traditional manuscripts, Discipline-specific learning resources from ancient Indian languages, special reports or any other knowledge resource for library enrichment especially with reference to traditional systems of medicines</i></b></p>	<b>3</b>

	<p>Provide details of the number of text books, reference volumes and as well as the collection of ancient books, manuscripts etc. in the library within 500 words</p> <p>Data Requirement for the last five years:</p> <ul style="list-style-type: none"> <li>• List of text books and reference volumes in the acquisition list of the library</li> <li>• List of ancient books/ manuscripts etc., in the library</li> <li>• Names of the publishers</li> <li>• Names of the authors</li> <li>• Number of copies</li> <li>• Year of publication</li> </ul> <p><b>Provide web link to :</b></p> <ul style="list-style-type: none"> <li>• Library acquisition data</li> <li>• Any other relevant information</li> </ul>							
<p><b>4.3.3</b></p> <p><b>Q<sub>n</sub>M</b></p>	<p><i>Does the Institution have an e-Library with membership/ subscription for the following:</i></p> <p><b>Options</b></p> <ol style="list-style-type: none"> <li>1. e – journals / e-books consortia <input type="text"/></li> <li>2. e - ShodhSindhu <input type="text"/></li> <li>3. Shodhganga <input type="text"/></li> <li>4. SWAYAM <input type="text"/></li> <li>5. Discipline-specific Databases <input type="text"/></li> </ol> <p>Data Requirement for the last five years: (As per Data)</p> <ul style="list-style-type: none"> <li>• Details of memberships/subscriptions</li> <li>• Details of e-resources with full text access</li> <li>• Details of subscriptions with validity period</li> <li>• Data template.</li> </ul> <p><b>Upload:</b></p> <ul style="list-style-type: none"> <li>• Details of subscriptions like e-journals, e-ShodhSindhu, Shodhganga Membership etc. (Data Template)</li> <li>• <b>E-copy of subscription letter/member ship letter or related document with the mention of year to be submitted</b></li> <li>• Any other relevant information</li> </ul>	<p><b>3</b></p>						
<p><b>4.3.4</b></p> <p><b>Q<sub>n</sub>M</b></p>	<p><i>Average annual expenditure for purchase of books and journals (including e-resources) during the last five years</i></p> <p>4.3.4 Annual expenditure for purchase of books and journals year wise during the last five years (INR in lakhs)</p> <table border="1" data-bbox="395 2004 1260 2038"> <tr> <td><b>Year</b></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table>	<b>Year</b>						<p><b>5</b></p>
<b>Year</b>								

	<table border="1"> <tr> <td>Amount(INR in lakhs)</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table> <p>Data Requirement for last five years:</p> <ul style="list-style-type: none"> <li>• Expenditure on the purchase of books</li> <li>• Expenditure on the purchase of journals in <math>i^{\text{th}}</math> year</li> <li>• Year of expenditure:</li> </ul> <p>Formula: <math>\frac{1}{5} \times \sum_{i=1}^5 \mathbf{Expd}_i</math></p> <p>Where: <math>\mathbf{Expd}_i</math> = Expenditure in rupees on purchase of books and journals in <math>i^{\text{th}}</math> year</p> <p><b>Upload</b></p> <ul style="list-style-type: none"> <li>• Provide consolidated extract of expenditure for purchase of books and journals during the last five years duly attested by Finance Officer</li> <li>• Audited Statement highlighting the expenditure for purchase of books and journal library resources (<b>Refer annexure number -01</b>).</li> <li>• Proceedings of Library Committee meetings for allocation of fund and utilization of fund</li> <li>• Details of annual expenditure for purchase of books and journals during the last five years (Data Template)</li> <li>• Any other relevant information</li> </ul>	Amount(INR in lakhs)						
Amount(INR in lakhs)								
4.3.5	<b><i>E-content resources used by teachers/students :</i></b>	5						
QnM	<ol style="list-style-type: none"> <li>1. NMEICT/NPTEL <input type="checkbox"/></li> <li>2. other MOOCs platforms <input type="checkbox"/></li> <li>3. SWAYAM <input type="checkbox"/></li> <li>4. Institutional LMS <input type="checkbox"/></li> <li>5. e-PG-Pathshala <input type="checkbox"/></li> </ol> <p>Data Requirements: As per Data Template</p> <p><b>Upload</b></p> <ul style="list-style-type: none"> <li>• Give links or upload document of e-content developed.</li> <li>• Supporting documents from the hosting agency for the e-content developed by the teachers need to be given</li> <li>• Give links e-content repository used by the teachers / <b>Students</b></li> <li>• Data Template</li> </ul>							

**Key Indicator – 4.4 IT Infrastructure (20)**

Metric No.		Weightage
4.4.1	<b>Percentage of classrooms, seminar halls and demonstration rooms linked with internet /Wi-Fi enabled ICT facilities (data for the preceding academic year)</b>	5
QnM		

	<p>4.4.1.1 Number of classrooms, seminar halls and demonstration room with ICT facilities</p> <p>Formula:  <math display="block">\frac{\text{Number of classrooms, seminar halls and demonstration rooms linked with internet, Wi – Fi enabled ICT facilities}}{\text{Total number of classrooms, seminar halls and demonstration room in the institution}} \times 100</math></p> <p>Data Requirements: (As per Data Template)</p> <p><b>Upload</b></p> <ul style="list-style-type: none"> <li>• Number of classrooms, seminar halls and demonstration room with ICT enabled facilities (Data Template)</li> <li>• <b>Consolidated list duly certified by the Head of the institution.</b></li> <li>• Geo-tagged photographs</li> <li>• Any other relevant information</li> </ul>	
4.4.2 QM	<p><b><i>Institution frequently updates its computer availability for students and IT facilities including Wi-Fi</i></b></p> <p>Describe computer availability for students and IT facilities including Wi-Fi with the date(s) and nature of updation within 500 words</p> <p><b>Provide weblink to:</b></p> <ul style="list-style-type: none"> <li>• Documents relating to updation of IT and Wi-Fi facilities</li> <li>• Any other relevant information</li> </ul>	5
4.4.3 Q <sub>n</sub> M	<p><b><i>Available bandwidth of internet connection in the Institution (Leased line)</i></b></p> <p>Opt any one:</p> <p>A. ≥1 GBPS <input type="checkbox"/></p> <p>B. 500 MBPS - 1 GBPS <input type="checkbox"/></p> <p>C. 250 MBPS - 500 MBPS <input type="checkbox"/></p> <p>D. 50 MBPS - 250 MBPS <input type="checkbox"/></p> <p>E. &lt;50 MBPS <input type="checkbox"/></p> <p><b>Upload</b></p> <ul style="list-style-type: none"> <li>• Details of available bandwidth of internet connection in the Institution</li> <li>• <b>Bills for any one month of the last completed academic year indicating internet connection plan, speed and bandwidth</b></li> <li>• Annual subscription bill / receipt</li> <li>• Any other relevant information</li> </ul>	5
4.4.4	<p><b><i>Facilities for e-content development such as Media centre, audio visual centre, Lecture Capturing System (LCS), etc.</i></b></p>	5

<b>Q<sub>1</sub>M</b>	<p>Describe the facilities for e-content development such as Media centre, audio visual centre, Lecture Capturing System (LCS) and their optimum usage, etc. (within 500 words).</p> <p><b>Provide weblink to:</b></p> <ul style="list-style-type: none"> <li>• The e-content development facilities</li> <li>• Geotagged photographs</li> <li>• Any other relevant information</li> </ul>	
-----------------------	--	--

<b>Key Indicator - 4.5 Maintenance of Campus Infrastructure (10)</b>														
Metric No.		Weightage												
<b>4.5.1</b>  <b>Q<sub>n</sub>M</b>	<p><i>Average percentage of expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component during the last five years</i></p> <p>4.5.1.1 Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component year-wise during the last five years (INR in lakhs)</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: center;">Year</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td style="text-align: center;">Amount (INR in lakhs)</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table> <p>Data Requirement for the last five years:(As per Data Template)</p> <ul style="list-style-type: none"> <li>• Details of non-salary expenditure incurred on the maintenance of physical facilities and academic support facilities for the last 5 years in INR lakhs</li> </ul> <p>Formula:</p> $\text{Percentage per year} = \frac{\text{Expenditure on maintenance of physical and academic support facilities excluding salary component for a year}}{\text{Total expenditure excluding salary component for that year}} \times 100$ $\text{Average percentage} = \frac{\sum \text{Percentage per year}}{5}$ <p><b>Upload</b></p> <ul style="list-style-type: none"> <li>• Audited statements of accounts on maintenance (<b>Refer annexure number -01 as per SOP</b>).</li> <li>• Details about assigned budget and expenditure on physical facilities and academic support facilities (Data Template)</li> <li>• Link to ERP</li> </ul>	Year						Amount (INR in lakhs)						<b>5</b>
Year														
Amount (INR in lakhs)														

	<ul style="list-style-type: none"> <li>Any other relevant information</li> </ul>	
4.5.2 Q <sub>n</sub> M	<p><i>There are established systems and processes for maintaining physical and academic support facilities: (laboratory, library, sports facilities, computers, classrooms, etc.)</i></p> <p>Describe policy details of systems and processes for maintaining physical and academic support facilities within 500 words.</p> <p>Provide Web link to:</p> <ul style="list-style-type: none"> <li>Minutes of the meetings of the Maintenance Committee.</li> <li>Log book or other records regarding maintenance works.</li> <li>Any other relevant information</li> </ul>	5

### Criterion V - Student Support and Progression (100)

#### Key Indicator - 5.1 Student Support (30)

Metric No.		Weightage												
5.1.1 Q <sub>n</sub> M	<p><i>Average percentage of students benefited by scholarships /free-ships / fee-waivers by Government / Non-Governmental agencies / Institution during the last five years</i></p> <p>5.1.1.1 Number of students benefited by scholarships /freeships / fee-waivers by Government / Non-Governmental agencies / Institution during the last five years</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: center;"><b>Year</b></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td style="text-align: center;"><b>Number of students benefited</b></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table> <p>Data Requirement for the last five years:(As per Data Template)</p> <ul style="list-style-type: none"> <li>Name of the scheme</li> <li>Number of students benefited</li> </ul> <p>Formula: Percentage per year = <math display="block">\frac{\text{Number of students benefited by scholarships, free ships, fee-waivers by Governmental, non-Governmental agencies or the Institution in a year}}{\text{Number of students in that year}} \times 100</math></p> <p>Average percentage = <math display="block">\frac{\sum \text{Percentage per year}}{5}</math></p> <p><b>Upload :</b></p> <ul style="list-style-type: none"> <li>Attested copies of the sanction letters from the sanctioning authorities</li> </ul>	<b>Year</b>						<b>Number of students benefited</b>						10
<b>Year</b>														
<b>Number of students benefited</b>														

	<ul style="list-style-type: none"> <li>• Consolidated document in favor of free ships and number of beneficiaries duly signed by the Head of the institution</li> <li>• List of students who received scholarships/ free ships /fee-waivers</li> <li>• Data Template</li> <li>• Any other relevant information</li> </ul>															
<b>5.1.2</b> <b>Q<sub>n</sub>M</b>	<p><b><i>Institution implements a variety of capability enhancement and other skill development schemes</i></b></p> <table border="0"> <tr> <td>1. Soft skills development</td> <td><input type="text"/></td> </tr> <tr> <td>2. Language and communication skill development</td> <td><input type="text"/></td> </tr> <tr> <td>3. Yoga and wellness</td> <td><input type="text"/></td> </tr> <tr> <td>4. Analytical skill development</td> <td><input type="text"/></td> </tr> <tr> <td>5. Human value development</td> <td><input type="text"/></td> </tr> <tr> <td>6. Personality and professional development</td> <td><input type="text"/></td> </tr> <tr> <td>7. Employability skill development</td> <td><input type="text"/></td> </tr> </table> <p>Data Requirements: (As per Data Template)</p> <ul style="list-style-type: none"> <li>• Name of the capability enhancement and skill development scheme/s</li> <li>• Year of implementation</li> <li>• Number of students enrolled</li> <li>• Name of the agencies involved with contact details</li> </ul> <p><b>Upload</b></p> <ul style="list-style-type: none"> <li>• Detailed report of the Capacity enhancement programs and other skill development schemes</li> <li>• List of capability enhancement and skill development schemes (Data Template)</li> <li>• Link to Institutional website</li> <li>• Any other relevant information</li> </ul>	1. Soft skills development	<input type="text"/>	2. Language and communication skill development	<input type="text"/>	3. Yoga and wellness	<input type="text"/>	4. Analytical skill development	<input type="text"/>	5. Human value development	<input type="text"/>	6. Personality and professional development	<input type="text"/>	7. Employability skill development	<input type="text"/>	<b>7</b>
1. Soft skills development	<input type="text"/>															
2. Language and communication skill development	<input type="text"/>															
3. Yoga and wellness	<input type="text"/>															
4. Analytical skill development	<input type="text"/>															
5. Human value development	<input type="text"/>															
6. Personality and professional development	<input type="text"/>															
7. Employability skill development	<input type="text"/>															
<b>5.1.3</b> <b>Q<sub>n</sub>M</b>	<p><b><i>Average percentage of students benefited by guidance for competitive examinations and career advancement offered by the Institution during the last five years</i></b></p> <p>5.1.3.1 Number of students benefited by guidance for competitive examinations and career advancement offered by the Institution year-wise during the last five years</p> <table border="1"> <tr> <td><b>Year</b></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td><b>Number of students</b></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table> <p>Data Requirement for last five years:(As per Data Template)</p> <ul style="list-style-type: none"> <li>• Name of the scheme</li> <li>• Number of students who have passed in the competitive exams</li> <li>• Number of students placed</li> </ul>	<b>Year</b>						<b>Number of students</b>						<b>5</b>		
<b>Year</b>																
<b>Number of students</b>																



	<p>Formula:</p> <p>Percentage per year = <math display="block">\frac{\text{Number of students benefited by guidance for competitive examinations and career advancement offered by the institution in a year}}{\text{Number of students in that year}} \times 100</math></p> <p>Average percentage = <math display="block">\frac{\sum \text{Percentage per year}}{5}</math></p> <p><b>Upload</b></p> <ul style="list-style-type: none"> <li>• Copy of circular/brochure of such programs</li> <li>• Year-wise list of students attending each of these schemes signed by competent authority</li> <li>• program/scheme mentioned in the metric</li> <li>• List of students (Certified by the Head of the Institution) benefited by guidance for competitive examinations and career advancement offered by the Institution during the last five years (Data Template)</li> <li>• Any other relevant information</li> </ul>	
5.1.4 Q <sub>1</sub> M	<p><i>The Institution has an active international student cell of the preceding academic year</i></p> <p>Describe the international student cell activities within 500 words</p> <p><b>Provide Weblink to</b></p> <ul style="list-style-type: none"> <li>• International students' cell Any other relevant information</li> </ul>	2
5.1.5 Q <sub>n</sub> M	<p><i>The Institution has a transparent mechanism for timely redressal of student grievances / prevention of sexual harassment and prevention of ragging</i></p> <ol style="list-style-type: none"> <li>1. Adoption of guidelines of Regulatory bodies <input type="checkbox"/></li> <li>2. Presence of the committee and mechanism of receiving student grievances (online/ offline) <input type="checkbox"/></li> <li>3. Periodic meetings of the committee with minutes <input type="checkbox"/></li> <li>4. Record of action taken <input type="checkbox"/></li> </ol> <p>Data Requirement: (As per Data Template)</p> <p><b>Upload</b></p> <ul style="list-style-type: none"> <li>• Minutes of the meetings of student Grievance redressal committee and Anti-Ragging committee</li> <li>• Circular/web-link/ committee report justifying the objective of the metric</li> <li>• Details of student grievances and action taken (Data Template)</li> <li>• Any other relevant information</li> </ul>	6

**Key Indicator - 5.2 Student Progression (40)**

Metric No.		Weightage																								
<p><b>5.2.1</b></p> <p><b>Q<sub>n</sub>M</b></p>	<p><i>Average percentage of students qualifying in state/ national/ international level examinations during the last five years</i> (eg: <i>NET/SLET/GATE/GMAT/GPAT/CAT/GRE/TOEFL/ PLAB/ USMLE /AYUSH/ Civil Services/Defense /UPSC/State government examinations/PG-NEET/ AIIMSPGET, JIPMER Entrance Test, PGIMER Entrance Test etc.,</i> )</p> <p>5.2.1.1: Number of students qualifying in state/ national/ international level examinations (eg: <i>NET/SLET/GATE/GMAT/ <b>GPAT</b>/CAT/ GRE/TOEFL/ PLAB/ USMLE /Civil services/ Defense/UPSC/State government examinations/ <b>PG-NEET</b>/ AIMSPGET, JIPMER Entrance Test, PGIMER Entrance Test etc.,</i>) year-wise during the last five years</p> <table border="1" data-bbox="395 779 1251 891"> <tr> <td><b>Year</b></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td><b>Number of Students qualifying</b></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table> <p>5.2.1.2: Number of students appearing in state/ national/ international level examinations (eg: <i>NET/SLET/GATE/GMAT/ <b>GPAT</b>/CAT/GRE /TOEFL/ <b>PLAB</b>/ <b>USMLE</b>/Civil Services/State government examinations <b>PG-NEET</b>/ AIMSPGET, JIPMER Entrance Test, PGIMER Entrance Test etc.,</i>) year wise during the last five years</p> <table border="1" data-bbox="395 1160 1289 1272"> <tr> <td><b>Year</b></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td><b>Number of Students appearing</b></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table> <p>Data Requirement for the last five years: (As per Data Template) Number of students selected IN</p> <ul style="list-style-type: none"> <li>• NET</li> <li>• SLET</li> <li>• GATE</li> <li>• GMAT</li> <li>• <b>GPAT</b></li> <li>• CAT</li> <li>• GRE</li> <li>• TOEFL</li> <li>• PLAB</li> <li>• USMLE</li> <li>• Civil Services</li> <li>• State government examinations</li> <li>• <b><u>PG-NEET</u></b></li> <li>• AIMSPGET</li> <li>• JIPMER Entrance Test</li> <li>• PGIMER Entrance Test</li> <li>• UPSC</li> </ul>	<b>Year</b>						<b>Number of Students qualifying</b>						<b>Year</b>						<b>Number of Students appearing</b>						<p align="center"><b>10</b></p>
<b>Year</b>																										
<b>Number of Students qualifying</b>																										
<b>Year</b>																										
<b>Number of Students appearing</b>																										

	<p>Formula:</p> $\text{Percentage per year} = \frac{\text{Number of students qualifying in state,national,international level exams in a year}}{\text{Number of students appeared for state,national,International level exams in that year}} \times 100$ $\text{Average percentage} = \frac{\sum \text{Percentage per year}}{5}$ <p><b>Upload</b></p> <ul style="list-style-type: none"> <li>• List of students qualifying in state/ national/ international level examinations during the last five years (Data Template)</li> <li>• <b>Pass Certificates of the examination</b></li> <li>• Any other relevant information</li> </ul>													
<p><b>5.2.2</b> <b>Q<sub>n</sub>M</b></p>	<p><b><i>Average percentage of placement /self-employed professional services of outgoing students during the last five years</i></b></p> <p>5.2.2.1 Number of outgoing students who got placed / self-employed year- wise during the last five years</p> <table border="1" data-bbox="395 878 1161 1034"> <tr> <td><b>Year</b></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td><b>Number students placed / self employed</b></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table> <p>Data Requirement for the last five years: (As per Data Template)</p> <ul style="list-style-type: none"> <li>• Number of students placed / Self Employed</li> <li>• Names of the employers with contact details</li> <li>• Name of self-employed professional with Register No. and contact details</li> </ul> <p>Formula:</p> $\text{Percentage per year} = \frac{\text{Number of outgoing students placed /Self Employed in a year}}{\text{Total number of outgoing students in that year}} \times 100$ $\text{Average percentage} = \frac{\sum \text{Percentage per year}}{5}$ <p><b>Upload</b></p> <ul style="list-style-type: none"> <li>• Self-attested list of students placed / self-employed</li> <li>• Details of student placement / self-employment during the last five years (Data Template)</li> <li>• Any other relevant information</li> </ul>	<b>Year</b>						<b>Number students placed / self employed</b>						<p><b>15</b></p>
<b>Year</b>														
<b>Number students placed / self employed</b>														
<p><b>5.2.3</b> <b>Q<sub>n</sub>M</b></p>	<p><b><i>Percentage of the graduates in the preceding academic year, who have had progression to higher education.</i></b></p> <p>5.2.3.1 Number of outgoing students progressing to higher education</p> <p>Data Requirement : (As per Data Template)</p>	<p><b>15</b></p>												

	<p>Number of students proceeding from</p> <ul style="list-style-type: none"> <li>• UG to PG:</li> <li>• PG to DM/M.Ch/DNB (Super Specialty)</li> <li>• PG to PhD:</li> <li>• Ph.D to Post doctoral:</li> </ul> <p>Formula:  <math display="block">\frac{\text{Number of graduated students of the preceding academic year, who have progressed to higher education}}{\text{Total number of graduating students in that year}} \times 100</math></p> <p><b>Upload</b></p> <ul style="list-style-type: none"> <li>• List of students who have progressed to Higher education preceding academic year.</li> <li>• Supporting data for students/alumni</li> <li>• Details of student progression to higher education (Data Template)</li> <li>• Any other relevant information</li> </ul>	
--	---	--

**Key Indicator - 5.3 Student Participation and Activities (20)**

Metric No.		Weightage												
<p><b>5.3.1</b></p> <p><b>Q<sub>n</sub>M</b></p>	<p><b><i>Number of awards/medals for outstanding performance in sports/ cultural activities at state/regional/national/international events (award for a team event should be counted as one) during the last five years</i></b></p> <p>5.3.1.1 Number of awards/medals for outstanding performance in sports/cultural activities at state/regional /national/international events (award for a team event should be counted as one) year-wise during the last five years</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%;"><b>Year</b></td> <td style="width: 15%;"></td> <td style="width: 15%;"></td> <td style="width: 15%;"></td> <td style="width: 15%;"></td> <td style="width: 15%;"></td> </tr> <tr> <td><b>Number of awards/medals</b></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table> <p>Data Requirement for the last five years: (As per Data Template)</p> <ul style="list-style-type: none"> <li>• Name of the award/ medal</li> <li>• State/Regional/National/ International</li> <li>• Sports/ Cultural</li> </ul> <p><b>Upload</b></p> <ul style="list-style-type: none"> <li>• e-copies of award letters and certificates</li> <li>• List of awards/medals for outstanding performance in sports/cultural activities at national/international events year-wise during the last five years (Data Template)</li> <li>• Any other relevant information</li> </ul>	<b>Year</b>						<b>Number of awards/medals</b>						<b>10</b>
<b>Year</b>														
<b>Number of awards/medals</b>														
<b>5.3.2</b>	<p><b><i>Presence of Student Council and its activities for Institutional development and student welfare.</i></b></p>	<b>5</b>												

<b>Q<sub>1</sub>M</b>	Describe the Student Council activities and students' role in Institutional development and student welfare within 500 words  <b>Provide web link to:</b> <ul style="list-style-type: none"> <li>• Student Council activities</li> <li>• Any other relevant information</li> </ul>													
<b>5.3.3</b> <b>Q<sub>n</sub>M</b>	<b><i>Average Number of sports and cultural activities / events/ competitions organised in the Institution per year</i></b>  5.3.3.1 Number of sports and cultural activities / competitions organised by the Institution year-wise during the last five years  <table border="1"> <tr> <td><b>Year</b></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td><b>Number events</b></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table> <p>Formula:  <math display="block">\frac{\text{Number of sports and cultural activities / events/ competitions organised by the Institution during the last 5 years}}{5}</math> </p> <b>Upload:</b> <ul style="list-style-type: none"> <li>• Report of the events/along with photographs appropriately dated and captioned year-wise.</li> <li>• Copy of circular/brochure indicating such kind of activities Information as per Data template</li> <li>• Any other relevant information</li> </ul>	<b>Year</b>						<b>Number events</b>						<b>5</b>
<b>Year</b>														
<b>Number events</b>														

**Key Indicator - 5.4 Alumni Engagement (10)**

<b>Metric No.</b>		<b>Weightage</b>				
<b>5.4.1</b> <b>Q<sub>1</sub>M</b>	<b><i>The Alumni Association/Chapter (registered and functional) has contributed significantly to the development of the Institution through financial and other support services during the last five years</i></b>  Describe the contribution of Alumni Association to the Institution within 500 words <b>Provide weblink to</b> <ul style="list-style-type: none"> <li>• Details of Alumni Association activities</li> <li>• Frequency of meetings of Alumni Association with minutes</li> <li>• Quantum of financial contribution</li> <li>• Audited statement of accounts of the Alumni Association (<b><u>Refer annexure number -01 as per SOP</u></b>).</li> </ul>	<b>5</b>				
<b>5.4.2</b> <b>Q<sub>n</sub>M</b>	<b>Provide the areas of contribution by the Alumni Association / chapters during the last five years</b>  1. Financial / kind <table border="1" style="display: inline-table; vertical-align: middle;"><tr><td style="width: 50px; height: 20px;"></td></tr><tr><td style="width: 50px; height: 20px;"></td></tr><tr><td style="width: 50px; height: 20px;"></td></tr><tr><td style="width: 50px; height: 20px;"></td></tr></table>					<b>5</b>

	<ol style="list-style-type: none"> <li>2. Donation of books /Journals/ volumes</li> <li>3. Students placement</li> <li>4. Student exchanges</li> <li>5. Institutional endowments</li> </ol> <p><b>Upload:</b></p> <ul style="list-style-type: none"> <li>• Annual audited statements of accounts. Extract of Audited statements of highlighting Alumni Association contribution duly certified by the Finance Officer and Head of the Institutions</li> <li>• List of Alumni contributions made during the last 5 years</li> <li>• Certified statement of the contributions by the head of the Institution.</li> <li>• Any other relevant information</li> </ul>	
--	--	--

### Criterion VI - Governance, Leadership and Management (100)

#### Key Indicator - 6.1 Institutional Vision and Leadership (10)

Metric No.		Weightage
6.1.1  Q <sub>1</sub> M	<p><b><i>The Institution has clearly stated vision and mission which are reflected in its academic and administrative governance</i></b></p> <p>Describe the vision and mission of the Institution; nature of governance, perspective plans and stakeholders' participation in the decision-making bodies highlighting the activities leading to Institutional excellence. Response to be provided within 500 words</p> <p><b>Provide web link to:</b></p> <ul style="list-style-type: none"> <li>• Vision and mission documents approved by the Statutory Bodies</li> <li>• Report of achievements which led to Institutional excellence</li> <li>• Any other relevant information</li> </ul>	5
6.1.2  Q <sub>1</sub> M	<p><b><i>Effective leadership is reflected in various Institutional practices such as decentralization and participative management etc.</i></b></p> <p>Describe a case study on decentralization and participative management and its outcomes in Institutional governance within 500 words</p> <p><b>Provide web link to:</b></p> <ul style="list-style-type: none"> <li>• Information / documents in support of the case study</li> <li>• Any other relevant information</li> </ul>	5

**Key Indicator - 6.2 Strategy Developments and Deployment (15)**

Metric No.		Weightage
<p><b>6.2.1</b></p> <p><b>Q<sub>M</sub></b></p>	<p><i>The Institutional Strategic plan is effectively deployed.</i></p> <p>Describe the methodology adopted for developing the strategic plan; the mechanisms for its deployment and the monitoring and assessment of the deliverables within 500 words</p> <p><b>Provide web link to</b></p> <ul style="list-style-type: none"> <li>• Strategic Plan document</li> <li>• Minutes of the Governing Council/ other relevant bodies for deployment / monitoring of the deliverables</li> <li>• Any other relevant information</li> </ul>	<p align="center"><b>5</b></p>
<p><b>6.2.2</b></p> <p><b>Q<sub>M</sub></b></p>	<p><i>Effectiveness and efficiency of functioning of the Institutional bodies as evidenced by policies, administrative setup, appointment and service rules, procedures etc.</i></p> <p>Describe how the Institution ensures effective and efficient functioning of its bodies and authorities within 500 words</p> <p><b>Provide web link to</b></p> <ul style="list-style-type: none"> <li>• Organogram of the University</li> <li>• Annual Report of the preceding academic year</li> <li>• Minutes of meetings of various Bodies and Committees</li> <li>• Any other relevant information</li> </ul>	<p align="center"><b>5</b></p>
<p><b>6.2.3</b></p> <p><b>Q<sub>nM</sub></b></p>	<p><i>The University has implemented e-governance in the following areas of operation</i></p> <p>1. Planning and Development <input type="checkbox"/></p> <p>2. Administration (including Hospital Administration &amp; Medical Records) <input type="checkbox"/></p> <p>3. Finance and Accounts <input type="checkbox"/></p> <p>4. Student Admission and Support <input type="checkbox"/></p> <p>5. Examination <input type="checkbox"/></p> <p><b>Upload:</b></p> <ul style="list-style-type: none"> <li>• Institutional budget statements allocated for the heads of E-governance implementation ERP Document</li> <li>• e-Governance related document</li> <li>• Screen shots of user interfaces</li> <li>• Data template</li> <li>• Any other relevant information</li> </ul>	<p align="center"><b>5</b></p>

**Key Indicator - 6.3 Faculty and Staff Empowerment Strategies (25)**

Metric No.		Weightage												
<p><b>6.3.1</b></p> <p><b>QiM</b></p>	<p><i>The Institution has effective welfare measures for teaching and non-teaching staff and other beneficiaries.</i></p> <p>Describe the existing welfare measures for teaching and non-teaching staff and other beneficiaries, within 500 words</p> <p><b>Provide web link to</b></p> <ul style="list-style-type: none"> <li>• Policy document on welfare measures</li> <li>• List of beneficiaries of welfare measures</li> <li>• Any other relevant information</li> </ul>	<p align="center"><b>5</b></p>												
<p><b>6.3.2</b></p> <p><b>QnM</b></p>	<p><i>Average percentage of teachers provided with financial support to attend conferences / workshops and towards membership fee of professional bodies during the last five years</i></p> <p>6.3.2.1 Number of teachers provided with financial support to attend conferences / workshops and towards membership fee of professional bodies year-wise during the last five years</p> <table border="1" data-bbox="424 1072 1153 1196" style="margin-left: auto; margin-right: auto;"> <tr> <td><b>Year</b></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td><b>Number of teachers</b></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table> <p>Formula:</p> <p>Percentage per year =</p> $\frac{\text{Number of teachers provided with financial support to attend conferences, workshops and towards membership fee of professional bodies in a year}}{\text{Number of fulltime teachers in that year}} \times 100$ <p align="center">Average percentage = <math>\frac{\sum \text{Percentage per year}}{5}</math></p> <p><b>Upload</b></p> <ul style="list-style-type: none"> <li>• Details of teachers provided with financial support to attend conferences, workshops etc. during the last five years (Data Template)</li> <li>• List of teachers provided membership fee for professional bodies during the last five years</li> <li>• <b>Policy document on providing financial support to teachers</b></li> <li>• <b>E-copy of letter/s indicating financial assistance to teachers and list of teachers receiving financial support year-wise under each head.</b></li> </ul>	<b>Year</b>						<b>Number of teachers</b>						<p align="center"><b>5</b></p>
<b>Year</b>														
<b>Number of teachers</b>														



	<ul style="list-style-type: none"> <li>• Audited statement of account highlighting the financial support to teachers to attend conferences/workshops and towards membership fee for professional bodies.</li> <li>• Any other relevant information</li> </ul>													
<b>6.3.3</b> <b>Q<sub>n</sub>M</b>	<p><b><i>Average number of professional development / administrative training programmes organized by the University for teaching and non-teaching/technical staff during the last five years</i></b></p> <p>(Continuing education programmes, entrepreneurship development programmes, Professional skill development programmes, Training programmes for administrative staff etc.,)</p> <p>6.3.3.1 Total number of professional development / administrative training programmes organized by the Institution for teaching and non-teaching/technical staff year-wise during the last five years</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: center;"><b>Year</b></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td style="text-align: center;"><b>Number of programmes</b></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table> <p>Formula:</p> $\frac{\text{Total Number of professional development and administrative training Programmes organized for teaching and non – teaching staff /technical staff during the last five years}}{5}$ <p><b>Upload:</b></p> <ul style="list-style-type: none"> <li>• List of professional development / administrative training programmes organized by the University year-wise for the last five years</li> <li>• The lists of participants who attended the above programmes year-wise during the last 5 years (Data template)</li> <li>• Detailed program report for each program should be made available Reports of the Human Resource Development Centres (UGC ASC or other relevant centres).</li> <li>• Reports of Academic Staff College or similar centres Verification of schedules of training programs</li> <li>• Copy of circular/ brochure/report of training program self conducted program may also be considered</li> <li>• Any other relevant information</li> </ul>	<b>Year</b>						<b>Number of programmes</b>						<b>5</b>
<b>Year</b>														
<b>Number of programmes</b>														
<b>6.3.4</b> <b>Q<sub>n</sub>M</b>	<p><b><i>Average percentage of teachers undergoing Faculty Development Programmes (FDP) including online programmes (Orientation / Induction Programmes, Refresher Course, Short Term Course etc.) during the last five years</i></b></p> <p>6.3.4.1 Total number of teachers undergoing Faculty Development Programmes including online programmes, Orientation / Induction</p>	<b>7</b>												

	<p>Programmes, Refresher Course, Short Term Course and any other course year-wise during the last five years</p> <table border="1" data-bbox="387 311 1173 418"> <tr> <td>Year</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Number of teachers</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table> <p>Formula:</p> $\text{Percentage per year} = \frac{\text{Total Number of teachers attending such programmes in a year}}{\text{Number of full-time teachers in that year}} \times 100$ $\text{Average percentage} = \frac{\sum \text{Percentage per year}}{5}$ <p><b>Upload:</b></p> <ul style="list-style-type: none"> <li>• Details of teachers attending FDPs during the last five years (as per Data Template)</li> <li>• <b>Annual reports of the AQAR submitted to NAAC</b></li> <li>• <b>E-copy of the certificate of the program attended by teacher</b></li> </ul> <p>Any other relevant information</p>	Year						Number of teachers						
Year														
Number of teachers														
<p><b>6.3.5</b> <b>Q1M</b></p>	<p><b><i>Institution has Performance Appraisal System for teaching and non-teaching staff</i></b></p> <p>Describe the Performance Appraisal System adopted for teaching and non-teaching staff, within 500 words</p> <p><b>Provide web link to</b></p> <ul style="list-style-type: none"> <li>• Performance Appraisal policy of the Institution.</li> <li>• Any other relevant information</li> </ul>	<p><b>3</b></p>												

### Key Indicator – 6.4 Financial Management and Resource Mobilization (20)

Metric No.		Weightage
<p><b>6.4.1</b> <b>Q1M</b></p>	<p><b><i>Institutional strategies for mobilization of funds and the optimal utilisation of resources</i></b></p> <p>Describe the resource mobilization policy and procedures for optimal utilization of resources within 500 words</p> <p><b>Provide web link to</b></p> <ul style="list-style-type: none"> <li>• Resource mobilization policy document duly approved by BoM / Syndicate / Governing Council</li> <li>• Procedures for optimal resource utilization</li> <li>• Any other relevant information</li> </ul>	<p><b>8</b></p>

<p><b>6.4.2</b> <b>QnM</b></p>	<p><b><i>Funds / Grants received from government / non-government bodies / philanthropists during the last five years (excluding scholarships and research grants covered under Criterion III)</i></b></p> <p>Total funds / Grants received from government /non- government bodies year-wise during the last five years</p> <table border="1" data-bbox="352 450 1233 714"> <tr> <td><b>Year</b></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td><b><i>Funds/grants received from Government bodies (INR in Lakhs)</i></b></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td><b><i>Funds/grants received from Non-Government bodies (INR in Lakhs)</i></b></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table> <p><b>Upload:</b></p> <ul style="list-style-type: none"> <li>• Audited statements of accounts for five years</li> <li>• Copy of letter indicating the grants/funds received by respective agency as stated in metric</li> <li>• Provide the budget extract of audited statement towards Grants received from non-government bodies, individuals, philanthropist duly certified by chartered accountant and/or Finance Officer</li> <li>• Information as per Data template</li> <li>• Any other relevant information</li> </ul>	<b>Year</b>						<b><i>Funds/grants received from Government bodies (INR in Lakhs)</i></b>						<b><i>Funds/grants received from Non-Government bodies (INR in Lakhs)</i></b>						<p><b>7</b></p>
<b>Year</b>																				
<b><i>Funds/grants received from Government bodies (INR in Lakhs)</i></b>																				
<b><i>Funds/grants received from Non-Government bodies (INR in Lakhs)</i></b>																				
<p><b>6.4.3</b> <b>QIM</b></p>	<p><b><i>Institution conducts internal and external financial audits regularly</i></b></p> <p>Describe the mechanism for internal and external financial audits conducted by the Institution during the last five years (within 500 words)</p> <p><b>Provide web link to</b></p> <ul style="list-style-type: none"> <li>• Policy on internal and external audit mechanisms</li> <li>• Financial Audit reports for the last five years (<b><u>Refer annexure number -01 as per SOP</u></b>)..</li> <li>• Any other relevant information</li> </ul>	<p><b>5</b></p>																		

**Key Indicator - 6.5 Internal Quality Assurance System (30)**

<b>Metric No.</b>		<b>Weightage</b>
<p><b>6.5.1</b> <b>QIM</b></p>	<p><b><i>Institution has a streamlined Internal Quality Assurance Mechanism</i></b></p> <p>Describe the Internal Quality Assurance Mechanism in the Institution and the activities of IQAC within 1000 words</p> <p><b>Provide web link to</b></p> <ul style="list-style-type: none"> <li>• The structure and mechanism for Internal Quality Assurance</li> <li>• Report on the initiatives for the appointment of a fulltime Director/Officer for the IQAC</li> </ul>	<p><b>10</b></p>

	<ul style="list-style-type: none"> <li>Minutes of the IQAC meetings.</li> <li>Any other relevant information</li> </ul>	
6.5.2 Q <sub>n</sub> M	<p><b>Quality assurance initiatives of the Institution include:</b></p> <ol style="list-style-type: none"> <li>Academic and Administrative Audit (AAA) and initiation of follow-up action <input type="checkbox"/></li> <li>Conferences, Seminars, Workshops on quality <input type="checkbox"/></li> <li>Collaborative quality initiatives with other Institution(s) <input type="checkbox"/></li> <li>Orientation programmes on quality issues for teachers and students <input type="checkbox"/></li> <li>Participation in NIRF process <input type="checkbox"/></li> <li>Any other quality audit by recognized State, National or International agencies ( ISO, NABH, NABL Certification, NBA, any other) <input type="checkbox"/></li> </ol> <p><b>Upload:</b></p> <ul style="list-style-type: none"> <li>Report /certificate of the Quality Assurance Initiatives as claimed by the Institutions eg: NBA, ISO, NABH, NABL, AAA etc.,</li> <li>Data template including documents/certificates relating to options 1 to 6 above.</li> <li>Any other relevant information.</li> </ul>	<b>10</b>
6.5.3 Q <sub>i</sub> M	<p><b>Impact analysis of the various initiatives carried out and used for quality improvement</b></p> <p>Describe the process and outcome of the impact analysis, carried out with reference to student performance, teaching learning, assessment process and learning outcomes, research, students and other stakeholder feedback, administrative reforms, financial management etc. within 500 words</p> <p><b>Provide web link to:</b></p> <ul style="list-style-type: none"> <li>Relevant documents/information on the process and results of impact analysis on the above aspects</li> <li>Any other relevant information</li> </ul>	<b>10</b>

### Criterion VII – Institutional Values and Best Practices (100)

#### Key Indicator - 7.1 Institutional Values and Social Responsibilities (50)

Metric No.		Weightage
	<b>Gender Equity</b>	
7.1.1 Q <sub>i</sub> M	<p><b>Measures initiated by the Institution for the promotion of gender equity during the last five years.</b></p> <p>Describe gender equity &amp; sensitization in curricular and co-curricular activities, facilities for women on campus etc., within 500 words</p>	<b>5</b>

	<p><b>Provide Web link to:</b></p> <ul style="list-style-type: none"> <li>• Annual gender sensitization action plan</li> <li>• Specific facilities provided for women in terms of: <ul style="list-style-type: none"> <li>a. Safety and security</li> <li>b. Counselling</li> <li>c. Common Rooms</li> <li>d. Day care center for young children</li> <li>e. Any other relevant information</li> </ul> </li> </ul>	
<b>Environmental Consciousness and Sustainability</b>		
<b>7.1.2 Q<sub>n</sub>M</b>	<p><b><i>The Institution has facilities for alternate sources of energy and energy conservation measures</i></b></p> <ol style="list-style-type: none"> <li>1. Solar energy <input type="checkbox"/></li> <li>2. Biogas plant <input type="checkbox"/></li> <li>3. Wheeling to the Grid <input type="checkbox"/></li> <li>4. Sensor-based energy conservation <input type="checkbox"/></li> <li>5. Use of LED bulbs/ power efficient equipment <input type="checkbox"/></li> </ol> <p><b>Upload:</b></p> <ul style="list-style-type: none"> <li>• <b><i>Geo-tagged Photographs</i></b></li> <li>• <b><i>Any other relevant information</i></b></li> </ul>	<b>5</b>
<b>7.1.3 Q<sub>i</sub>M</b>	<p><b><i>Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 500 words)</i></b></p> <ul style="list-style-type: none"> <li>• Solid waste management</li> <li>• Liquid waste management</li> <li>• Biomedical waste management</li> <li>• E-waste management</li> <li>• Waste recycling system</li> <li>• Hazardous chemicals and radioactive waste management</li> </ul> <p><b>Provide web link to</b></p> <ul style="list-style-type: none"> <li>• Relevant documents like agreements/MoUs with Government and other approved agencies</li> <li>• Geotagged photographs of the facilities</li> <li>• Any other relevant information</li> </ul>	<b>4</b>
<b>7.1.4 Q<sub>n</sub>M</b>	<p><b><i>Water conservation facilities available in the Institution:</i></b></p> <ol style="list-style-type: none"> <li>1. Rain water harvesting <input type="checkbox"/></li> <li>2. Borewell /Open well recharge <input type="checkbox"/></li> <li>3. Construction of tanks and bunds <input type="checkbox"/></li> <li>4. Waste water recycling <input type="checkbox"/></li> <li>5. Maintenance of water bodies and distribution system in the campus <input type="checkbox"/></li> </ol>	<b>4</b>

	<p><b>Upload :</b></p> <ul style="list-style-type: none"> <li>• Geo-tagged photographs / videos of the facilities</li> <li>• Any other relevant information</li> </ul>	
7.1.5 QnM	<p><b>Green campus initiatives include:</b></p> <ol style="list-style-type: none"> <li>1. Restricted entry of automobiles <input type="checkbox"/></li> <li>2. Battery-powered vehicles <input type="checkbox"/></li> <li>3. Pedestrian-friendly pathways <input type="checkbox"/></li> <li>4. Ban on the use of Plastics <input type="checkbox"/></li> <li>5. Landscaping with trees and plants <input type="checkbox"/></li> </ol> <p><b>Upload</b></p> <ul style="list-style-type: none"> <li>• Geo-tagged photographs / videos of the facilities</li> <li>• Relevant documents / reports</li> <li>• Any other relevant documents</li> </ul>	4
7.1.6 QnM	<p><b>Quality audits on environment and energy regularly undertaken by the Institution and any awards received for such green campus initiatives:</b></p> <ul style="list-style-type: none"> <li>• Green audit <input type="checkbox"/></li> <li>• Energy audit <input type="checkbox"/></li> <li>• Environment audit <input type="checkbox"/></li> <li>• Clean and green campus recognitions / awards <input type="checkbox"/></li> <li>• Beyond the campus environmental promotion activities <input type="checkbox"/></li> </ul> <p>Upload:</p> <ul style="list-style-type: none"> <li>• Audit reports of the institution related to the metric</li> <li>• Data template</li> <li>• Any other relevant information</li> <li>•</li> </ul>	5
7.1.7 QnM	<p><b>The Institution has disabled-friendly, barrier free environment</b></p> <ul style="list-style-type: none"> <li>• Built environment with ramps/lifts for easy access to classrooms. <input type="checkbox"/></li> <li>• Disabled-friendly washrooms <input type="checkbox"/></li> <li>• Signage including tactile path, lights, display boards and signposts <input type="checkbox"/></li> <li>• Assistive technology and facilities for persons with disabilities ( <i>Divyangjan</i>) accessible website, screen-reading software, mechanized equipment <input type="checkbox"/></li> <li>• Provision for enquiry and information : Human assistance, reader, scribe, soft copies of reading material, screen reading <input type="checkbox"/></li> </ul> <p>Upload:</p> <ul style="list-style-type: none"> <li>• Geo-tagged photographs / videos of the facilities</li> <li>• Relevant documents / reports</li> <li>• Any other relevant information</li> <li>• Data Template</li> </ul>	4
<b>Inclusion and Situatedness</b>		

<p><b>7.1.8</b> <b>Q<sub>1</sub>M</b></p>	<p><i>Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and other diversities (within 500 words).</i></p> <p><i>Provide Web link to:</i></p> <ul style="list-style-type: none"> <li>Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)</li> <li>Any other relevant information.</li> </ul>	<p><b>5</b></p>
<b>Human Values and Professional Ethics</b>		
<p><b>7.1.9</b> <b>Q<sub>1</sub>M</b></p>	<p><i>Sensitization of students and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens</i></p> <p>Describe the various activities in the Institution for inculcating values for being responsible citizens as reflected in the Constitution of India within 500 words.</p> <p><i>Provide web link to :</i></p> <ul style="list-style-type: none"> <li>Details of activities that inculcate values; necessary to render students in to responsible citizens</li> <li>Any other relevant information</li> </ul>	<p><b>4</b></p>
<p><b>7.1.10</b> <b>Q<sub>n</sub>M</b></p>	<p><i>The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard.</i> <input type="checkbox"/></p> <ol style="list-style-type: none"> <li>The Code of Conduct is displayed on the website</li> <li>There is a committee to monitor adherence to the Code of Conduct <input type="checkbox"/></li> <li>Institution organizes professional ethics programmes for students, teachers, administrators and other staff <input type="checkbox"/></li> <li>Annual awareness programmes on Code of Conduct are organized <input type="checkbox"/></li> </ol> <p><b>Upload:</b></p> <ul style="list-style-type: none"> <li>Web link of the code of conduct</li> <li>Details of the monitoring committee of the code of conduct</li> <li>Details of Programs on professional ethics and awareness programs</li> <li>Any other relevant information</li> </ul>	<p><b>5</b></p>
<p><b>7.1.11</b> <b>Q<sub>1</sub>M</b></p>	<p><i>Institution celebrates / organizes national and international commemorative days, events and festivals</i></p> <p>Describe the efforts of the Institution in celebrating /organizing national and international commemorative days, events and festivals during the last five years within 500 words</p> <p>Provide web link to :</p> <ul style="list-style-type: none"> <li>Annual report of the celebrations and commemorative events for the last five years</li> <li>Geo-tagged photographs of some of the events</li> <li>Any other relevant information</li> </ul>	<p><b>5</b></p>

### Key Indicator - 7.2 Best Practices (30)

Metric No.		Weightage
7.2.1 Q <sub>i</sub> M	<p><b>Describe two best practices successfully implemented by the Institution as per NAAC format provided in the Manual.</b></p> <p><b>Provide web link to:</b></p> <ul style="list-style-type: none"> <li>• Best practices in the Institutional web site</li> <li>• Any other relevant information</li> </ul>	30

**Note:**

#### Format for the presentation of Best Practices

**1. Title of the Practice**

The title should capture the keywords that describe the practice.

**2. Objectives of the Practice**

What are the objectives/intended outcomes of this “Best Practice” and what are the underlying principles or concepts of this practice (in about 100 words)?

**3. The Context**

What were the contextual features or challenging issues that needed to be addressed in designing and implementing this practice (in about 150 words)?

**4. The Practice**

Describe the practice and its uniqueness in the context of India higher education. What were the constraints / limitations, if any, faced (in about 400 words)?

**5. Evidence of Success**

Provide evidence of success such as performance against targets and benchmarks, review/results. What do these results indicate? Describe in about 200 words.

**6. Problems Encountered and Resources Required**

Please identify the problems encountered and resources required to implement the practice (in about 150 words).

**7. Notes (Optional)**

Please add any other information that may be relevant for adopting/ implementing the Best Practice in other Institutions (in about 150 words).

### Key Indicator - 7.3 Institutional Distinctiveness (20)

Metric No.		Weightage
7.3.1 Q <sub>i</sub> M	<p><i>Portray the performance of the Institution in one area distinctive to its priority and thrust within 1000 words</i></p> <p><b>Provide web link to:</b></p> <ul style="list-style-type: none"> <li>• Appropriate Web link in the Institutional website</li> <li>• Any other relevant information</li> </ul>	20



## 5. Evaluative Report of the Department (of the Health Sciences University)

1. Name of the University.....

Dist..... State.....

2. Name of the Department /Faculty / School .....

Sl. No.	Name of the Department	For Ex: Medical	Dental	
1.	Year of Establishment			
2.	Is the Department part of a School/Faculty of the University			
3.	Names of programmes offered			
4.	Number of teaching posts sanctioned/filled			
5.	Number of Research Projects: Total grants received			
6.	Inter –Institutional collaborative projects and Associated grants received			
	National collaboration			
	International collaboration			
7.	Departmental projects funded by DST-FIST, UGC-SAP/CAS,DPE, DBT, ICSSR, AICTE, DBT, MCI, PCI, WHO, NIH etc., Total grants received :			
8.	Special research laboratories sponsored by / created by industry or corporate bodies			
9.	Publications: <i>Bibliometrics of the publications during the last five years based on average Citation index in Scopus/ Web of Science/PubMed/ Scopus/ Web of Science – h-index of the Institution</i>			
	Number of Papers published			
	Number of Books with ISBN			
	Number of Citation Index – range / average			
	Number of Impact Factor – range / average			
10.	Details of patents and income generated <b><i>Number of Patents/ Copyrights published/awarded/technology-transferred during the last five years</i></b>			
	11.	Areas of consultancy and income generated		
12.	Awards/Recognitions received at the National and International level by : <i>Number of awards / recognitions received for innovation / discoveries by the Institution/teachers/research scholars/students during the last five years</i>			
	Faculty			
	Doctoral/Post doctoral fellows			
	Students			
13.	Workshops/seminars conducted by the department on Intellectual Property Rights (IPR), Research methodology, Good clinical, Laboratory, Pharmacy and Collection practices, Research Grant writing and Industry-Academia			

	Collaborations during the last five years			
14.	Average percentage of students have cleared Civil Services and Defense Services examinations, and other competitive examinations (eg: NET/SLET/GATE/GMAT/CAT/GRE/TOEFL/PLAB/USMLE/ Civil Services/Defense /UPSC/State government examinations/ AIMSPGET, JIPMER Entrance Test, PGIMER Entrance Test etc., )			
15.	List of doctoral, post-doctoral students and research associates			
	From the host Institution/University:			
	From other Institutions/Universities:			
16.	Number of Research Scholars/ Post Graduate students getting financial assistance from the University/State/ Central			

Note: *Compile the data for the last five years*

## 6. Data Templates/Documents

### (Quantitative Metrics)

The online formats (Templates) for submitting data with respect to Quantitative Metrics (Q<sub>n</sub>M) are detailed in the following pages:

**Kindly Note:**

For each Quantitative Metric; the data required is required to be uploaded as indicated in the tabular column and/or documents required are listed.

- Documents such as minutes of meetings, decisions, statements of accounts, award letters, letters of appointments, and such others need to be uploaded as required; wherever these are in bulk, hyperlinks to the appropriate website be given.
- There could be some variation in the metrics from the QIF; this is due to rendering it to the IT format for online submission.
- The list of documents to be uploaded is only suggestive. If the Institution has any other relevant documents to substantiate its claims, the same may also be uploaded.

## Data Templates/Documents-Health Sciences Universities

### Quantitative Metrics (Q<sub>n</sub>M)

Sl. NO.	<b>Criterion I – Curricular Aspects (150)</b>						
	<b>Key Indicator - 1.1 Curriculum Design and Development (50)</b>						
1	1.1.2 Percentage of Programmes where syllabus revision was carried out during the last five years (15)						
	<b>Programme Code</b>	<b>Programme name</b>	<b>Name of the Department</b>	<b>Year of Introduction</b>	<b>If revision has been carried out in the syllabus during last 5 years</b>	<b>Year of revision</b>	<b>Link to the relevant document</b>
	<p>Documents:</p> <ul style="list-style-type: none"> <li>• Minutes of relevant Academic Council/BoS meetings</li> <li>• Details of the revised Curricula/Syllabi of the programmes during the last five years</li> <li>• Institutional data in prescribed format (Data Template)</li> <li>• Syllabus prior and post revision of the courses.</li> <li>• Any other relevant information</li> </ul> <p><b>Guidelines to fill-up:</b></p> <p>A. Syllabus revision in a course to be counted as syllabus revision in a programme</p> <p>B. If syllabus revision was done more than once in the same programme during the last 5 years it should be counted as one.</p> <p>C. PG Diplomas approved by Statutory /Regulatory Bodies or as per the norms of UGC alone to be counted as programmes.</p>						

	<b>Key Indicator – 1.2 Academic Flexibility (40)</b>					
2	1.2.1 <i>Percentage of Programmes in which Choice-Based Credit System (CBCS)/Elective Course System has been implemented, wherever provision was made by the Regulatory Bodies (Data for the preceding academic year).</i> (10)					
	<b>Names of all programmes adopting CBCS course system</b>	<b>Programme code</b>	<b>Names of all programmes adopting elective course system</b>	<b>Programme code</b>	<b>Year of implementation of CBCS/elective course system</b>	<b>Link to the relevant document</b>
	<b>Upload:</b>					

- Minutes of relevant Academic Council/BoS meetings
- Institutional data in prescribed format (Data Template)
- **University letter mandating implementation of CBCS by the institution**
- **Structure of the program clearly indicating courses, credits/Electives as approved by the competent board.**
- Any other relevant information

3	1.2.2 <i>Percentage of new Degree Programmes, Fellowships and Diplomas introduced by the University across all Faculties during the last five years (certificate programmes are not to be included)</i> (15)			
	<b>Names of the new programmes introduced in the last 5 years</b>	<b>Name of the Faculty</b>	<b>Programme code</b>	<b>Year of introduction</b>
<b>Upload:</b> <ul style="list-style-type: none"> <li>• List of the new Programmes introduced during the last five years</li> <li>• Minutes of relevant Academic Council/ BoS meeting</li> <li>• Institutional data in prescribed format (Data Template)</li> <li>• Any other relevant information</li> </ul>				

4	1.2.3 <i>Percentage of interdisciplinary courses under the Programmes offered by the University during the last five years</i> (15)			
	<b>Year</b>	<b>Total number of programmes offered by the Institution</b>	<b>Total number of courses across all the programmes</b>	<b>Number of interdisciplinary courses introduced across all the Programmes</b>
<b>Upload:</b> <ul style="list-style-type: none"> <li>• List of Interdisciplinary courses under the programmes offered by the University during the last 5 years</li> <li>• Minutes of relevant Academic Council/BoS meetings</li> <li>• Institutional data in prescribed format (Data Template)</li> <li>• Any other relevant information</li> </ul>				

<b>Key Indicator - 1.3 Curriculum Enrichment (40)</b>				
<b>5</b>	1.3.2 <i>Number of value-added courses offered during the last five years that impart transferable and life skills</i> (13)			
	1.3.3 <i>Percentage of students who successfully completed the value-added courses during the last five years</i> (12)			
	<b>(Note: Data Template for 1.3.2 and 1.3.3 is common as given below)</b>			
	<b>Name of the value-added course/s (with 15 or more contact hours) offered during the last five years</b>	<b>Course Code</b>	<b>Year of offering</b>	<b>Number of students successfully completing the course in that year</b>
<b>Upload:</b>				
<ul style="list-style-type: none"> <li>• Brochure or any other document related to the value-added course/s</li> <li>• List of value-added courses (Data Template -5)</li> <li>• List of students enrolled in value-added courses (Data Template 5)</li> <li>• Any other relevant information</li> </ul>				

<b>Key Indicator - 1.4 Feedback System (20)</b>
---

<b>6</b>	1.4.1 Mechanism is in place for obtaining structured feedback on curricula/syllabi from various stakeholders (10)										
<b>Feedback collected from students</b>		<b>Feedback collected from teachers</b>		<b>Feedback collected from employers</b>		<b>Feedback collected from alumni</b>		<b>Feedback collected from other professionals</b>			
Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
<b>Upload:</b> <ul style="list-style-type: none"> <li>Stakeholder feedback report as stated in the minutes of the Governing Council/Syndicate/ Board of Management</li> <li>URL for feedback report</li> <li>Sample filled in Structured Feedback forms designed by the institution for each category as claimed in SSR</li> <li>Institutional data in prescribed format (Data Template)</li> <li>Any other relevant information</li> </ul>											

<b>7</b>	1.4.2 <i>Feedback process of the Institution may be classified as:</i> (10)										
<b>Feedback collected, analysed and action taken report made available in the website</b>				<b>Feedback collected, analysed and action taken</b>			<b>Feedback collected and analysed</b>			<b>Feedback collected</b>	
Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
<b>Upload:</b> <ul style="list-style-type: none"> <li>URL for stakeholder feedback report</li> <li>Action taken report of the University on feedback as stated in the minutes of the Governing Council/ Syndicate/ Board of Management</li> <li>Any other relevant information.</li> </ul>											

<b>Criterion II -Teaching-Learning and Evaluation (200)</b>									
<b>Key Indicator - 2.1 Student Enrolment and Profile (10)</b>									
<b>8</b>	<b>2.1.1 Due consideration is given to equity and inclusiveness by providing reservation of seats to all categories during the admission process Average percentage of seats filled against seats reserved for various categories as per applicable reservation policy during the last five years (3)</b>								
	<b>Year</b>	<b>Number of seats earmarked for reserved category as per GOI or State Government rule</b>				<b>Number of students admitted from the reserved category</b>			
		<b>SC</b>	<b>ST</b>	<b>OBC</b>	<b>Others (Specify)</b>	<b>SC</b>	<b>ST</b>	<b>OBC</b>	<b>Others (Specify)</b>
	<b>Upload:</b> <ul style="list-style-type: none"> <li>• Average percentage of seats filled against seats reserved (As per Data Template)</li> <li>• Copy of letter issued by state govt. or and Central Government Indicating the reserved categories to be considered as per the state rule (in English)</li> <li>• Final admission list published by the HEI</li> <li>• Admission extract submitted to the state OBC, SC and ST cell every year.</li> <li>• Initial reservation of seats for admission.</li> <li>• Any other relevant information</li> </ul>								
<b>9</b>	<b>2.1.2 Programme Demand Ratio, applicable to programmes where Stat /Central Common Entrance Tests are not conducted</b>								
	<b>Number of seats available year-wise/eligible applications received during the last five years where State / Central Common Entrance Tests are not conducted (4)</b>								
	<b>Programme name</b>	<b>Programme Code (where applicable)</b>	<b>Number of seats available / sanctioned</b>		<b>Number of eligible applications received</b>		<b>Number of students admitted</b>		
<b>Upload :</b> <ul style="list-style-type: none"> <li>• Institutional data in prescribed format.</li> <li>• Document relating to Sanction of intake</li> </ul>									



	<ul style="list-style-type: none"> <li>• Extract of No. of applications received in each program</li> <li>• The details are to be certified by the Controller of Examination or Registrar evaluation clearly mentioning the programs that are not covered under CET and the number of applications received for the same</li> </ul>			
<b>10</b>	<p><b>2.1.3 Student enrollment pattern and student profile to demonstrate - national/international spread of enrolled students (from other states and countries) (3)</b></p> <p>2.1.3.1 Average percentage of students from other states and countries enrolled year-wise during the last five years</p> <p>2.1.3.2 Total number of students enrolled in that year</p>			
	<b>Year of enrolment</b>	<b>Number of students enrolled from other states</b>	<b>Number of students enrolled from other countries</b>	<b>Link to the relevant document</b>
	<p><b>Upload:</b></p> <ul style="list-style-type: none"> <li>• List of students from other states and countries</li> <li>• Copy of the domicile certificate/passport from respective states / countries</li> <li>• Previous degree/ Matriculation / HSC certificate from other state or country</li> <li>• E-copies of admission letters issued to the students enrolled from other States / Countries.</li> <li>• Institutional data in prescribed format (Data Template)</li> <li>• Any other relevant information</li> </ul>			

<b>Key Indicator - 2.2 Catering to Student Diversity (15)</b>														
<b>11.</b>	2.2.1 The Institution assesses learning levels of students after admission and organizes special programmes for Slow learners and advanced learners (7)													
	Measurable criteria followed to recognize Slow learners			Measurable criteria followed to identify advanced learners			Special programmes created for Slow learners / advanced learners as per identified criteria			Protocols to measure achievements				
		Yes	No			Yes	No			Yes	No			Yes
<b>Upload</b> <ul style="list-style-type: none"> <li>• Methodology and Criteria for the assessment of Learning levels; Details of special programmes</li> <li>• Details of outcome measures / records</li> <li>• Proforma created to identify slow learners /advanced learners</li> <li>• <b>Consolidated report submitted to Dean academics /Dean student's welfare on special programs for advanced learners and slow learners</b></li> <li>• Any other relevant information</li> </ul>														
<b>12</b>	2.2.2 Student : - full-time teacher ratio (data for the preceding academic year) (8)													
	Year	Number of students enrolled in the Institution				No. of full-time teachers teaching in the institution				Web link to relevant information				
<b>Upload :</b> <ul style="list-style-type: none"> <li>• List of students enrolled in the preceding academic year</li> <li>• List of full time teachers in the preceding academic year in the University (with Designation and Highest Qualification obtained)</li> <li>• Institutional data in prescribed format (data Templates)</li> <li>• Any other relevant information</li> </ul>														

<b>Key Indicator 2.3 Teaching Learning Process (25)</b>
---

<b>13</b>	<b>2.3.2 Has provision for the use of Clinical Skills Laboratory and Simulation Based Learning (5)</b>											
	Basic clinical skill training models			Advanced patient simulators for simulation-based training			Structured programmes conducted for training and assessment of students			Training Programmes conducted for faculty on the use of clinical skills labs and simulation-based teaching		
		Yes	No		Yes	No		Yes	No		Yes	No
	<p><b>Upload :</b></p> <ul style="list-style-type: none"> <li>• Geo-tagged photographs of clinical skills lab facilities, clinical skills models, patients simulators</li> <li>• List of training programmes conducted in the faculties during the last 5 years</li> <li>• Proof of Establishment of Clinical Skills Laboratories</li> <li>• Proof of patient simulators for simulation-based training</li> <li>• Report on training programmes in Clinical skills lab/simulator Centre</li> <li>• List of clinical skills training models</li> <li>• Any other relevant information</li> </ul>											

<b>14</b>	<b>2.3.4 Ratio of students to mentors (data for the preceding academic year) (6)</b>											
	Number of full-time teachers / other recognized mentors			Number of students enrolled						Number of students assigned to each mentors		
	<p><b>Upload</b></p> <ul style="list-style-type: none"> <li>• Details of fulltime teachers/other recognized mentors and students</li> <li>• Records of mentee - mentor meetings</li> <li>• Allotment order of mentor to mentee and records of mentee - mentor meetings</li> <li>• Copy of circular pertaining to the details of mentor and their allotted mentees</li> <li>• Approved Mentor list as announced by the HEI</li> <li>• Log Book of mentors</li> <li>• Institutional data in prescribed format (Data Template)</li> <li>• Any other relevant information</li> </ul>											

<b>Key Indicator - 2.4 Teacher Profile and Quality (55)</b>				
<b>15</b>	2.4.1 Average percentage of full-time teachers against sanctioned posts during the last five years (15)			
	<b>Name of the Full-time teacher</b>	<b>Designation</b>	<b>Nature of sanctioned post</b>	<b>Year of appointment</b>
<b>Upload :</b> <ul style="list-style-type: none"> <li>• Year-wise list of fulltime teachers and sanctioned posts for the last 5 years (Certified by the Head of the Institution)</li> <li>• Faculty Position sanction letters by competent authority.</li> <li>• Appointment letters of faculty during last five years</li> <li>• Institutional data in prescribed format (Data Template)</li> <li>• Any other relevant information</li> </ul>				

<b>16</b>	2.4.2 Average percentage of full-time teachers with <b>Ph.D./D.Sc./D.Lit./DM/M Ch/DNB in super specialities /other PG degrees in Health Sciences for recognition as Ph.D guides as per the eligibility criteria stipulated by the Regulatory Councils / Universities during the last five years. (12)</b>				
	<b>Year</b>	Name of full-time teachers with Ph.D./D.Sc./D.Lit./DM/M Ch/DNB in super specialities /other PG degrees in Health Sciences for recognition as Ph.D guides as per the eligibility criteria stipulated by the Regulatory Councils / <i>Universities</i>	Year of obtaining Ph.D./D.Sc./D.Lit./DM/M Ch/DNB in super specialities /other PG degrees in Health Sciences for recognition as Ph.D guides as per the eligibility criteria stipulated by the Regulatory Councils / <i>Universities</i>	Whether recognised as research guide for Ph.D as per the eligibility criteria stipulated by the Regulatory Councils / <i>Universities</i>	
				<table border="1"> <tr> <td><b>Yes</b></td> <td><b>No</b></td> </tr> </table>	<b>Yes</b>
<b>Yes</b>	<b>No</b>				
<b>Upload:</b> <ul style="list-style-type: none"> <li>• List of fulltime teachers with Ph.D/D.Sc./D.Lit./DM/M Ch/DNB in super specialities / other PG degrees (like MD/ MS/ MDS etc.,) in Health Sciences for recognition as Ph.D guides as per the eligibility criteria stipulated by the Regulatory Councils and the number of fulltime teachers for 5 years</li> <li>• Recognition letter as guides for Ph.D/DM/M.Ch duly attested by the competent Authorities.</li> <li>• Copies of Guide-ship letters or authorization of research guide provide by the competent authority</li> <li>• Institutional data in prescribed format (Data Template)</li> </ul>					

- Any other relevant information

17	2.4.3 <i>Average Teaching experience of fulltime teachers in number of years (preceding academic year) (10)</i>			
	<i>Number of Years in the Institution and outside the Institution may be considered in the last column.</i>			
	<b>Name of the Full-time teacher</b>	<b>Designation</b>	<b>Year of appointment</b>	<b>Name of the Department</b>
				<b>Number of years of teaching experience</b>
<b>Upload:</b> <ul style="list-style-type: none"> <li>• List of fulltime teachers including details of their designation, department, total number of years of their teaching experience</li> <li>• Experience certificate of full time teacher</li> <li>• Institutional data in prescribed format (Data Template)</li> <li>• Any other relevant information</li> </ul>				

18	2.4.4 Average percentage of teachers trained for development and delivery of e-contents/e-courses / <i>video lectures</i> / <i>demonstrations</i> during the last five years (8)		
	<b>Year</b>	<b>Total number of teachers</b>	<b>Number of teachers trained for development &amp; delivery of e-contents/e-courses</b>
<b>Provide link to a few courses</b>			
<b>Upload:</b> <ul style="list-style-type: none"> <li>• List of teachers trained for development and delivery of e-contents / e-courses / video lectures / demonstrations during the last 5 years</li> <li>• Reports of the e-training programmes</li> <li>• Certificate of completion of training for development of <i>and delivery of e-contents / e-courses / video lectures / demonstrations</i></li> <li>• Web-link to the contents delivered by the faculty hosted in the HEI's website</li> <li>• List of e-contents / e courses / video lectures / demonstrations developed</li> <li>• Any other relevant information</li> </ul>			

<b>19</b>	<b>2.4.5</b> Average Percentage of fulltime teachers who received awards and recognitions for excellence in teaching, student mentoring, scholarships, professional achievements and academic leadership at State/ National/ International levels from Government / Government-recognized agencies / registered professional associations / <i>academies</i> during the last five years (10)						
	<b>Year</b>	<b>Name (s) of teachers who received the awards /Recognitions</b>	<b>Title of the Award (s) /Recognitions</b>	State level awards /Recognitions	National level awards /Recognitions	International level awards /Recognitions	<b>Name of the agency /agencies that awarded /Recognitions</b>
Upload : <ul style="list-style-type: none"> <li>• Certified e-copies of award letters</li> <li>• Any other relevant information</li> </ul>							

<b>Key Indicator - 2.5 Evaluation Process and Reforms (40)</b>					
<b>20</b>	2.5.1 Average number of days from the date of last semester-end / year-end examinations to the date of declaration of results during the last five years (10)				
	<b>Programme Name</b>	<b>Programme Code</b>	<b>Semester/ year</b>	<b>Last date of the last semester-end / year-end examination</b>	<b>Date of declaration of results of semester-end / year-end examination</b>
Upload : <ul style="list-style-type: none"> <li>• List of programmes and dates of last semester-end/year-end examinations and the dates of declaration of results</li> <li>• Reports from Controller of Exam (COE) office/ Annual reports mentioning the relevant details.</li> <li>• Institutional data in prescribed format.</li> </ul>					

<b>21</b>	2.5.2 Average percentage of student complaints/grievances about evaluation against the total number of students appeared in the examinations during the last five years (5)		
	<b>Year</b>	<b>Number of complaints/grievances about evaluation</b>	<b>Total number of students who appeared in the examinations</b>

- Upload:
- Certificate from Registrar / Controller of examination / Data on student grievances from the office of the Registrar (Evaluation)
  - Minutes of the grievance cell / relevant body
  - List of complaints / grievances year-wise during the last 5 years
  - List of students who appeared in the exams year-wise during the last 5 years (Data template)
  - Any other relevant information

22	2.5.3 <i>Evaluation-related Grievance Redressal mechanism followed by the Institution: (5)</i>				
Year	Total number of students who appeared for the final examinations	Number of cases of Single valuation and appeal process for revaluation	Number of cases seeking Double Valuation/Multiple valuation with appeal process for retotaling only	Number of cases seeking Double Valuation/Multiple valuation with appeal process for revaluation only	Number of cases seeking Double valuation/Multiple valuation with appeal process for retotaling/revaluation and access to answer script

- Upload:
- Provide links to the examination procedure and re-evaluation procedure developed by the institution and duly hosted in the institution’s website
  - Report of the Controller of Examination/ registrar evaluation regarding the *Grievance Redressal mechanism followed by the Institution*
  - **Any other relevant information**

23	2.5.5 Status of automation of Examination division using Examination Management System (EMS) along with approved online Examination Manual: (10)									
	100% automation of entire division & implementation of Examination Management System (EMS)		Only student registration, Hall ticket issue & Result Processing are automated		Only student registration and result processing are automated		Only result processing is automated		Only manual methodology	
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No

	<p>Upload:</p> <ul style="list-style-type: none"> <li>• Snap shot of EMS used by the institution</li> <li>• Copies of the purchase order of the software/AMC of the software</li> <li>• The present status of automation., Invoice of the software, &amp; screenshots of software</li> <li>• Annual report of examination including present status of automation as approved by BOM / Syndicate / Governing Council</li> <li>• Institutional data in prescribed format (Data Template)</li> <li>• Any other relevant information</li> </ul>
--	---

<b>24</b>	<b>Key Indicator - 2.6 Student Performance and Learning Outcomes (25)</b>			
	<i>Incremental performance in Pass percentage of final year students in the last five years (15)</i>			
Year	Programme code	Programme name	Number of students appeared in the final year examination (UG + PG)	Number of students who passed in final year examination (UG + PG)
	<p><b>Upload:</b></p> <ul style="list-style-type: none"> <li>• List of Programmes and the number of students appeared and the number of students passed in the final year examination each year for the last five years.</li> <li>• Institutional data in prescribed format (Data Template)</li> <li>• Trend analysis in graphical format (refer annexure 02 of SOP)</li> <li>• Link for the annual report of examination results as placed before BoM/ Syndicate/ Governing Council for the last five years.</li> <li>• Any other relevant information</li> </ul>			

	<b>Key Indicator - 2.7 Student Satisfaction Survey (30)</b>								
<b>25</b>	2.7.1 Online Student Satisfaction Survey regarding teaching learning process (all currently enrolled students). (30) (Online survey will be conducted to all the current year students for which details are uploaded in the format mentioned below only)								
	Name of the student	Gender	State of Domicile	Nationality (if other than Indian)	Email ID	Programme name	Student Unique Enrolment ID	Mobile Number	Year of joining
	<b>Upload</b>								



	<ul style="list-style-type: none"> <li>Database of all currently-enrolled students</li> </ul>
--	---

	<b>Criterion III – Research, Innovations and Extension (250)</b>
	<b>Key Indicator - 3.1 Promotion of Research and Facilities (30)</b>

<b>26</b>	3.1.2 <i>The Institution provides seed money to its teachers for research (5)</i>			
	The average amount of seed money provided by the Institution to its faculty year-wise during the last five years (INR in lakhs)			
	<b>Name of the project</b>	<b>Duration of the project</b>	<b>Name(s) of the teacher(s) working in the project receiving seed money</b>	<b>The amount of seed money provided (INR in lakhs)</b>
Upload : <ul style="list-style-type: none"> <li>Sanction letter of seed money to the faculty is mandatory</li> <li>Minutes of meetings of the relevant bodies of the University.</li> <li>Budget and expenditure statements signed by the Finance Officer indicating seed money provided and utilized (<b>Refer annexure number - 01 as per SOP</b>).</li> <li>List of teachers receiving seed money and details of seed money received</li> <li>Institutional data in prescribed format.</li> </ul>				

<b>27</b>	3.1.3 Average percentage of teachers awarded national/international fellowship/financial support for advanced studies/ collaborative research /Conference participation in Indian and overseas Institutions during the last five years (3)			
	<b>Name of the teacher awarded national/international fellowship /Conference</b>	<b>Name of the award/fellowship/Conference</b>	<b>Year of award/ Year of Participation</b>	<b>Awarding Agency /Source of funding</b>
Upload: <ul style="list-style-type: none"> <li>Certified e-copies of the award letters of the teachers.</li> <li>List of teachers and details of the national/international fellowships /Conference /awarded</li> <li>Institutional data in prescribed format.</li> </ul>				

28	3.1.4 Number of JRFs, SRFs, Post-Doctoral Fellows, Research Associates and other research fellows in the university enrolled during the last five years (4)				
	<b>Name of research fellow</b>	<b>Year of enrolment</b>	<b>Duration of fellowship</b>	<b>Type of fellowship</b>	<b>Granting agency</b>
					<b>Qualifying exam if any (NET, GATE, etc.)</b>
<b>Upload:</b> <ul style="list-style-type: none"> <li>List of research fellows and their fellowship details</li> <li>E copies of fellowship award letters</li> <li>Registration and guide / mentor allocation by the institution</li> <li>Institutional data in prescribed format.</li> </ul>					

29	3.1.5 University has the following facilities (10)		
	<ol style="list-style-type: none"> <li>Central Research Laboratory/Central Research Facility</li> <li>Animal House/medicinal plant /Museum</li> <li>Media laboratory/Business Lab/e-resource Studios</li> <li>Research/Statistical Databases/Health Informatics</li> <li>Clinical Trial Centre</li> </ol>		
	<b>Name of the facility</b>	<b>Year of establishment</b>	<b>Provide link of videos/pictures</b>
<b>Upload:</b> <ul style="list-style-type: none"> <li>List of facilities available in the university and their year of establishment</li> <li>Videos and geo-tagged photographs.</li> </ul>			

30	<p>3.1.6 <i>Percentage of departments with recognition by ICMR-CAR, DST-FIST, DBT, MCI, DCI, PCI, AICTE, AYUSH, NACO, WHO, NIH etc. and other similar recognitions by national and international agencies</i>, (excluding mandatory recognitions by Regulatory Councils for UG /PG programmes) (5)</p> <p><i>(Examples: WHO collaborating Centre, AYUSH &amp; AICTE Centre for Excellence, MCI Regional / Nodal Centre for Medical Education etc.,) (Data for the last 5 years)</i></p> <p><b>Note: Departments getting multiple recognitions shall be counted only once.</b></p>
----	---

3.1.6.1 The Number of departments with recognition by ICMR-CAR, DST-FIST, DBT, MCI, DCI, PCI, AICTE, AYUSH, NACO, WHO, <i>NIH etc. and other similar recognitions by national and international agencies,</i> <b>3.1.6.2. Number of departments offering academic programmes year-wise during the last 5 years</b>					
Name of the Department with recognition	Name of the Scheme	Name of the funding agency	Year(s) of Award	Funds provided	Duration of award
Upload: <ul style="list-style-type: none"> <li>e-version of departmental recognition award letters.</li> <li>Details of the departments offering academic programmes certified by the head of the Institution /University</li> <li>Institutional data in prescribed format.</li> </ul>					

<b>Key Indicator - 3.2 Resource Mobilization for Research (20)</b> <b>(Note : Common templates for metrics 3.2.1, 3.2.2 and 3.2.3)</b>								
31	3.2.1 Grants for research projects/clinical trials sponsored by the non-governmental sources such as industry, corporate houses, international bodies, endowments, professional associations, endowment Chairs etc. in the Institution during the last five years (INR in Lakhs) (5)							
32	3.2.2 <i>Grants for research projects/clinical research project sponsored by the government funding agencies during the last five years</i> (INR in Lakhs) (10)							
33	3.2.3 Ratio of research projects/clinical trials per teacher funded by government / industries and non-government agencies during the last five years (5)							
	Name of the Project/ Clinical Trial/ Endowment/ Chairs	Name of the Principal Investigator/Co Investigator	Name of the Funding agency	Type (Government/Non-Government etc., )	Department of Principal Investigator/ Co Investigator	Year of Award	Funds provided (INR in Lakhs)	Duration of the project
Upload 3.2.1: <ul style="list-style-type: none"> <li>e-copies of the grant award letters for research projects.</li> </ul>								

<ul style="list-style-type: none"> <li>e-copies of grants awarded for clinical trials</li> <li>Institutional data in prescribed format.</li> </ul> <p>Upload 3.2.2:</p> <ul style="list-style-type: none"> <li>e-copies of the grant award letters for research projects sponsored by government.</li> <li>Institutional data in prescribed format.</li> </ul> <p>Upload 3.2.3:</p> <ul style="list-style-type: none"> <li>List of research projects and funding details (Data Template)</li> <li>Supporting document/s from Funding Agencies with link for the funding agency website</li> <li><b>Copy of the letter indicating sanction of research project funded by govt./non-govt agency and industry including details of name of teacher and amount in INR</b></li> <li>Any other relevant information</li> </ul>
--

<b>Key Indicator - 3.3 Innovation Ecosystem (20)</b>					
<b>34</b>	3.3.3 Number of awards/ recognitions received for innovation/discoveries by the Institution/teachers/research scholars/students <i>from recognized bodies</i> during the last five years (4)				
	<b>Title of the innovation</b>	<b>Name of the Awardee</b>	<b>Name of the Awarding Agency with contact details</b>	<b>Year of Award</b>	<b>Category- Institution/teacher/research scholar/student</b>
Upload:					
<ul style="list-style-type: none"> <li>E-Copies of award letters (scanned or soft copy) for innovations with details of awardee and awarding agency</li> <li>Link to appropriate details on the Institutional website.</li> </ul>					

<b>35</b>	3.3.4 Number of start-ups incubated on the campus year-wise during the last five years (5)			
	<b>Name of the start-up</b>	<b>Nature of start-up</b>	<b>Year of commencement</b>	<b>Contact information of the promoters</b>
Upload:				
<ul style="list-style-type: none"> <li>Registration letter</li> </ul>				

- Certified e- sanction order for the start-ups on campus.
- Contact details of the promoters
- List of start-up details like the name of the start-ups, nature, year of commencement etc.
- Institutional data in prescribed format.

<b>Key Indicator - 3.4 Research Publications and Awards (100)</b>												
<b>36</b>	3.4.1 The Institution has a stated Code of Ethics for research, the implementation of which is ensured by the following: (7)											
	<b>Research methodology with course on research ethics</b>			<b>Ethics Committee</b>		<b>Plagiarism check</b>		<b>Publication oversight Committee</b>				
	Yes		No	Yes		No	Yes		No	Yes		No
Upload: <ul style="list-style-type: none"> <li>• Institutional code of Ethics document</li> <li>• Course content of research ethics and details of members of ethical committee</li> <li>• Copy of software procurement for plagiarism check</li> <li>• Details of committee on publication guidelines.</li> <li>• Minutes of meetings of the relevant committees with reference to the code of ethics</li> <li>• Any other relevant documents</li> </ul>												

<b>37</b>	3.4.2 The Institution provides incentives to teachers who receive state, national and international recognitions/awards (10)											
	<b>Career advancement</b>			<b>Increment in salary</b>		<b>Recognition through website notification</b>		<b>Commendation Certification and cash award</b>				
	Yes		No	Yes		No	Yes		No	Yes		No
Upload: <ul style="list-style-type: none"> <li>• Policy on Career advancement for the awardees</li> </ul>												

<ul style="list-style-type: none"> <li>• Policy on salary increment for the awardees</li> <li>• Snapshots of recognition of notification in the HEI's website</li> <li>• Copy of commendation certificate and receipt of cash award</li> <li>• Names of the awardees with contact details</li> <li>• Name of the awarding agency</li> <li>• Year of award</li> <li>• Link to the incentive details on the Institutional website</li> </ul>
--

38	3.4.3 Number of Patents/Copyrights published/awarded/technology-transferred during the last five years (10)			
	<b>Name of the Patentor/ Copyright awardee</b>	<b>Patent/Copyright Number</b>	<b>Title of the patent/Copyright</b>	<b>Year patent was awarded/published</b>
<b>Upload:</b> <ul style="list-style-type: none"> <li>• List of patents/Copyrights and the year they were published/awarded</li> <li>• E- copies of the letters of award/ publication of patent/copyright/ <i>technology-transferred</i></li> <li>• Certified e- copies of the letters of awards/publications (Consolidated statement by the head of the Institution).</li> <li>• Technology transfer document</li> <li>• Institutional data in prescribed format (Data Template)</li> <li>• Any other relevant information</li> </ul>				

39	3.4.4 Average number of Ph.D/ DM/ M Ch/ PG Degree in the respective disciplines awarded per recognized PG teachers* of the Institution during the last five years (16)				
	*Teachers recognized as PhD guides by the University				
	<b>Name of the Ph.D/DM/M.Ch scholar</b>	<b>Name of the Department</b>	<b>Name of the guide</b>	<b>Title of the thesis</b>	<b>Year of registration of the scholar</b>
<b>Upload:</b> <ul style="list-style-type: none"> <li>• List of Ph.D.s /DM/MCh/PG degrees in the respective disciplines awarded year-wise during the last five years</li> </ul>					

	<ul style="list-style-type: none"> <li>List of teachers recognized as guides during the last five years</li> <li>Web page for research in the Institutional website.</li> <li>List of PhD/DM/M.Ch candidates with details like name of the guide, title of the thesis, year of award, award letter etc.</li> <li>Institutional data in prescribed format (Data Template)</li> <li>Any other relevant information</li> </ul>
--	---

<b>40</b>	<b>3.4.5 Average Number of research papers per teacher in the approved list of Journals in Scopus / Web of Science/ PubMed during the last five calendar years (15)</b>							
	Title of paper	Name/s of the author/s	Department of the teacher	Name of the journal	Year of publication	ISSN number	Link 5th recognition in UGC enlistment of the Journal	Name of the indexing database
	<b>Upload:</b> <ul style="list-style-type: none"> <li>List of research papers by title, author, department, name and year of publication and Scopus/Web of Science/PubMed list ref. No: (Data Template) /link</li> <li>Names of the indexing databases</li> <li>Any other relevant information</li> </ul> <i>* The Data obtained from Inflightnet will be used for the purpose of calculation of scores.</i>							

<b>41</b>	<b>3.4.6 Average number of research papers per teacher in the approved list of Journals notified in UGC-CARE list during the last five calendar years (10)</b> <b>3.4.7 Total Number of books/ chapters in edited volumes and papers in National/International conference-proceedings published per teacher and indexed in Scopus/Web of Science/ PubMed UGC-CARE list during the last five calendar years (07)</b>									
	<b>Note: Common template for both 3.4.6 and 3.4.7</b> <b>Published abstracts of scientific presentations are not to be included</b>									
	Name of the teacher	Title of the book/chapters published	Title of the paper	Title of the proceedings of the conference	Name of the conference	National / international	Year of publication	ISBN/ISSN / Digital Object Identifier (doi) number	Affiliating Institute at the time of publication	Name of the publisher

								of the proceeding		
<p><b>Upload:</b></p> <ul style="list-style-type: none"> <li>List of research papers by title, author, department, name and year of publication and UGC list ref. No: (Data Template) /link</li> <li>Names of the indexing databases</li> <li>List of books and chapters in edited volumes / books published (Data Template)</li> <li>List of names of publishers : National/ International</li> <li>Any other relevant information</li> </ul> <p><i>* The Data obtained from INFLIBNET will be used for the purpose of calculation of scores.</i></p>										

<b>42</b>	<b>3.4.8 Bibliometrics of the publications during the last five calendar years based on average Citation Index in Scopus/ Web of Science (13)</b>									
	<b>Title of the paper</b>	<b>Name of the author</b>	<b>Title of the journal</b>	<b>Year of publication</b>	<b>Number of Citations</b>		<b>Institutional affiliation as mentioned in the publication</b>	<b>Number of citations excluding self-citations</b>		
					<b>SCOPUS</b>	<b>WEB of Science</b>				
<p><b>Upload:</b></p> <ul style="list-style-type: none"> <li>Bibliometrics of the publications during the last five years</li> <li>Institutional data in prescribed format.</li> </ul>										



43	3.4.9 Provide Scopus/ Web of Science – h-index of the Institution for the last 5 calendar years (12)						
	<b>Title of the paper</b>	<b>Name of the author</b>	<b>Title of the journal</b>	<b>Year of publication</b>	<b>Number of citations excluding self-citations</b>	<b>Institutional affiliation as mentioned in the publication</b>	<b>Institutional H-index</b>
<b>Upload:</b> <ul style="list-style-type: none"> <li>• Bibliometrics of publications based on Scopus/ Web of Science - h-index of the Institution</li> <li>• Institutional data in prescribed format.</li> </ul>							

<b>Key Indicator - 3.5 Consultancy (15)</b>					
44	3.5.2 Revenue generated from advisory / R&D consultancy projects including Clinical trials during the last five years (05)				
	<b>Name of the consultant</b>	<b>Name of the Advisory /R&amp;D consultancy/clinical trial project</b>	<b>Consulting/Sponsoring agency with contact details</b>	<b>Year</b>	<b>Revenue generated (INR in Lakhs)</b>
<b>Upload:</b> <ul style="list-style-type: none"> <li>• CA certified copy/Finance Officer Certified copy attested by head of the institute (<b>Refer annexure number -01 as per SOP</b>).</li> <li>• Audited statements of accounts indicating the revenue generated through consultancy/clinical trials.</li> <li>• List of consultants and details of revenue generated by them.</li> </ul>					

<b>Key Indicator - 3.6 Extension Activities (45)</b>	
45	3.6.1 Extension and outreach activities conducted in collaboration with industry, community, Government and Non- Governmental Organisations engaging NSS/NCC/Red cross/YRC/Institutional clubs etc., during the last five years (15)
	<b>Upload:</b> <ul style="list-style-type: none"> <li>• Photographs or any supporting document in relevance</li> <li>• Detailed program report for each extension and outreach program should be made available, with specific mention of number of students and collaborating agency participated</li> </ul>

	<ul style="list-style-type: none"> <li>List of extension activities year-wise during the last 5years</li> <li>Description of participation by NSS/NCC/Red cross/YRC, Institutional clubs etc., year-wise for the last 5 years</li> <li>Any other relevant information</li> </ul>
--	--

46	3.6.2 <i>Average percentage of students participating in extension and outreach activities beyond the curricular requirement as stated at 3.6.1</i> (10) <b>Note: Common templates for 3.6.1 and 3.6.2</b>			
	<b>Year</b>	<b>Name of the activity</b>	<b>Organising unit/ agency/ collaborating agency</b>	<b>Number of students participated in such activities</b>
	<b>Upload</b> <ul style="list-style-type: none"> <li>Reports of the events organized</li> <li>Number of extension and outreach programmes conducted with industry, community etc. for the last five years</li> <li>Geo-tagged photographs of events/activities</li> </ul>			

	<b>Key Indicator - 3.7 Collaboration (20)</b>							
47	3.7.1 Average number of Collaborative activities for research, faculty exchange, student exchange, industry-internship per year (10)							
	<b>Title of the Collaborative activity</b>	<b>Name of the collaborating agency with contact details</b>	<b>Name of the participants</b>	<b>Source of financial support</b>	<b>Year of collaboration</b>	<b>Duration</b>	<b>Nature of the activity</b>	<b>Link to the relevant documents</b>
<b>Upload:</b> <ul style="list-style-type: none"> <li>Certified Copies of collaboration documents</li> <li>Link with collaborating Institutional website</li> </ul>								
48	3.7.2 <i>Presence of functional MoUs with Institutions/ industries in India and abroad for academic, clinical training / internship, on-the-job training, project work, student / faculty exchange, collaborative research programmes etc., during the last five years</i> (10)							

Number of MoUs for faculty exchange, student exchange, academics, clinical training, internship, on-the-job training, project work, collaborative research programmes etc., functioning during the last five years						
Title of the MoU	Name of the partnering Institution/ industry /research lab/corporate house with contact details	Year of commencement	Duration (From-To)	Year wise list of actual activities under each MoU.	Number of students/teachers who participated under the MoUs	Link to the relevant document
Upload: <ul style="list-style-type: none"> <li>E-copies of the functional MoU's with institution/ industry/ corporate house, Indicating the start date and completion date</li> <li>Institutional data in prescribed format.</li> </ul>						

<b>Criterion IV – Infrastructure and Learning Resources (100)</b>		
<b>Key Indicator - 4.1 Physical Facilities (20)</b>		
49 4.1.4 <i>Average percentage of expenditure incurred, excluding salary, for infrastructure development and augmentation during the last five years (5)</i>		
Year	Expenditure incurred for infrastructure development and augmentation (INR Lakhs)	Total expenditure incurred by the University excluding the salary (INR Lakhs)
Upload: <ul style="list-style-type: none"> <li>Details of budget allocation excluding salary during the last five years</li> <li>Audited report / utilization statements (<b>Refer annexure number -01 as per SOP</b>).</li> <li>Institutional data in prescribed format</li> </ul>		

<b>Key Indicator - 4.2 Clinical, Equipment and Laboratory Learning Resources (30)</b>															
<b>50</b>	4.2.3 Availability of infrastructure for community-based learning (7)														
Attached Satellite Primary Health Centers				Attached Rural Health Centers available for training of students				Attached urban Health Centre for training of students				Residential facility for students / trainees at the Health Center(s)			
Yes		No		Yes		No		Yes		No		Yes		No	
<b>Upload</b>															
<ul style="list-style-type: none"> <li>• Geo-tagged photographs of Health Centers</li> <li>• Government Order on allotment/assignment of PHC to the institution</li> <li>• Documents of resident facility</li> <li>• Any other relevant information</li> </ul>															

<b>Key Indicator - 4.3 Library as a Learning Resource (20)</b>							
<b>51</b>	4.3.3 Does the Institution have an e-Library with membership/subscription for the following: (3)						
1. e – journals/e-books consortia 2. <i>e-ShodhSindhu</i> 3. <i>Shodhganga</i> 4. <i>SWAYAM</i> 5. Discipline-specific databases							
<b>Details of memberships/Subscription</b>		<b>Name of service subscribed to</b>	<b>Number of e-resources with full text access</b>	<b>Validity period</b>	<b>Whether remote access provided?</b>		<b>Web link of remote access</b>
					Yes No		
<b>Upload:</b>							
<ul style="list-style-type: none"> <li>• Details of subscriptions for e-journals, e-ShodhSindhu, Shodhganga membership etc. for the last five years</li> <li>• E-copy of subscription letter/member ship letter or related document with the mention of year to be submitted</li> <li>• Details of e-resources with full-text access</li> </ul>							

<b>52</b>	<b>4.3.4 Average annual expenditure for the purchase of books and journals (including e-resources) during the last five years (5)</b>			
	<b>Year</b>	<b>Expenditure on the purchase of books (INR in lakhs).</b>	<b>Expenditure on the purchase of journals (INR in Lakhs)</b>	<b>Expenditure on subscription to e-journals and other e-resources (INR in Lakhs).</b>
<b>Upload:</b> <ul style="list-style-type: none"> <li>• Provide consolidated extract of expenditure for purchase of books and journals during the last five years duly attested by Finance Officer</li> <li>• Audited Statement highlighting the expenditure for purchase of books and journal library resources (<b><u>Refer annexure number -01 as per SOP</u></b>).</li> <li>• Proceedings of Library Committee meetings for allocation of fund and utilization of fund</li> <li>• Any other relevant information</li> </ul>				

<b>53</b>	<b>4.3.5 E-content resources used by teachers/students : (5)</b>			
e-Content resources used by teachers:				
<ol style="list-style-type: none"> <li>1. NMEICT/NPTEL</li> <li>2. other MOOCs platforms</li> <li>3. SWAYAM</li> <li>4. Institutional LMS</li> <li>5. e-PG-Pathshala</li> </ol>				
<b>Name of the teacher</b>	<b>Name of the module</b>	<b>Platform on which module is developed</b>	<b>Date of launching e-content</b>	<b>Link to the relevant document</b>
<b>Upload :</b> <ul style="list-style-type: none"> <li>• Give links or upload document of e-content developed.</li> <li>• Supporting documents from the hosting agency for the e-content developed by the teachers need to be given</li> <li>• Give links e-content repository used by the teachers / Students</li> <li>• Any other relevant information.</li> </ul>				

**Key Indicator – 4.4 IT Infrastructure (20)**

<b>54</b>	<b>4.4.1 Number of classrooms, seminar halls and demonstration room/ halls with ICT - enabled facilities (data for the preceding academic year ) (5)</b>			
	<i>Number of classrooms, seminar halls and demonstration rooms with LCD only</i>	<i>Number of classrooms, seminar halls and demonstration room with LCD and Wi-Fi/LAN facilities</i>	<i>Number of classrooms, seminar halls and demonstration room with LCD, smart board and Wi-Fi/LAN facilities</i>	<i>Number of classrooms, seminar halls and demonstration room with LCD, smart board, Wi-Fi/LAN and audio video recording facilities and any other mobile technology</i>
<b>Upload</b>				
<ul style="list-style-type: none"> <li>• Number of classrooms, seminar halls and demonstration room with ICT enabled facilities (Data Template)</li> <li>• <b>Consolidated list duly certified by the Head of the institution.</b></li> <li>• Geo-tagged photographs</li> <li>• Any other relevant information</li> </ul>				

<b>57</b>	<b>4.4.3 Available bandwidth of internet connection in the Institution (Leased line) (5)</b>				
	<b>≥1 GBPS</b>	<b>500 MBPS - 1 GBPS</b>	<b>250 MBPS - 500 MBPS</b>	<b>50 MBPS - 250 MBPS</b>	<b>&lt;50 MBPS</b>
<b>Upload</b>					
<ul style="list-style-type: none"> <li>• Details of available bandwidth of internet connection in the Institution</li> <li>• <b>Bills for any one month of the last completed academic year indicating internet connection plan, speed and bandwidth</b></li> <li>• Annual subscription bill / receipt</li> <li>• Any other relevant information</li> </ul>					

<b>Key Indicator - 4.5 Maintenance of Campus Infrastructure (10)</b>	
<b>58</b>	<b>4.5.1 Average percentage of expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component during the last five years (05)</b>

Year	Expenditure on maintenance of academic support facilities (excluding salary component) (INR in lakhs)	Expenditure on maintenance of physical facilities (excluding salary component) (INR in lakhs)
Upload: <ul style="list-style-type: none"> <li>• Audited statements of accounts for maintenance (<b>Refer annexure number -01 as per SOP</b>).</li> <li>• Details about approved budget in support of the above</li> <li>• Provide Link to ERP</li> </ul>		

<b>Criterion V - Student Support and Progression (100)</b>				
<b>Key Indicator - 5.1 Student Support (30)</b>				
<b>59</b>	5.1.1 Number of students benefited by scholarships /free ships / fee-waivers by Government / Non-Governmental agencies / Institutions during the last five years (10)			
		<b>Number of students benefited</b>		
<b>Year</b>	<b>Name of the scheme</b>	<b>by government schemes</b>	<b>by non-governmental schemes</b>	<b>by the Institution's schemes</b>
<b>Upload:</b> <ul style="list-style-type: none"> <li>• Attested copies of the sanction letters from the sanctioning authorities</li> <li>• <b>Consolidated document in favor of free ships and number of beneficiaries duly signed by the Head of the institution</b></li> <li>• List of students who received scholarships/ free ships /fee-waivers</li> <li>• Data Template</li> <li>• Any other relevant information</li> </ul>				
<b>60</b>	5.1.2 Institution implements a variety of capability enhancement and life skills development schemes (7)			
	Capability enhancement and development schemes:			

<ol style="list-style-type: none"> <li>1. Soft skills development</li> <li>2. Language and communication skills development</li> <li>3. Yoga and wellness</li> <li>4. Analytical skill development</li> <li>5. Human value development</li> <li>6. Personality and professional development</li> <li>7. Employability skills development</li> </ol>			
<b>Name of the capability enhancement scheme</b>	<b>Year of implementation</b>	<b>Number of students enrolled</b>	<b>Name of the agencies involved with their contact details</b>
<b>Upload:</b> <ul style="list-style-type: none"> <li>• Details of capability enhancement and skills development schemes</li> <li>• Detailed report of the Capacity enhancement programs and other skill development schemes</li> <li>• Link to Institutional website</li> </ul>			

<b>61</b>	5.1.3 Average percentage of students benefited by guidance for competitive examinations and career advancement offered by the Institution during the last five years (5)		
	<b>Year</b>	<b>Name of the scheme</b>	<b>Number of students benefited by/attended / participated in Career Counselling / competitive exams activities</b>
<b>Upload:</b> <ul style="list-style-type: none"> <li>• Copy of circular/brochure of such programs</li> <li>• Year-wise list of students attending each of these schemes signed by competent authority</li> <li>• program/scheme mentioned in the metric</li> <li>• List of students (Certified by the Head of the Institution) benefited by guidance for competitive examinations and career advancement offered by the Institution during the last five years</li> </ul>			

<b>62</b>	5.1.5 <i>The Institution has a transparent mechanism for timely redressal of student grievances / prevention of sexual harassment and prevention of ragging</i> (6)
-----------	---



Student grievance complaints / Prevention of Sexual harassment / Prevention of ragging								
Adoption of guidelines of Regulatory bodies		Presence of committee and mechanism for receiving student grievances (Online/offline)			Periodic meetings of the committee with minutes		Record of action taken	
Yes	No	Yes		No	Yes	No	Yes	No
Upload: <ul style="list-style-type: none"> <li>Minutes of the meetings of student Grievance redressal committee and Anti-Ragging committee</li> <li>Circular/web-link/ committee report justifying the objective of the metric</li> <li>Details of student grievances and action taken (Data Template)</li> <li>Any other relevant information</li> </ul>								

63	5.2.1 Average percentage of students qualifying in state/ national/ international level examinations during the last five years (eg: NET/SLET/GATE/GMAT/GPAT/CAT/GRE/TOEFL/PLAB/USMLE /AYUSH/ Civil Services/Defense /UPSC/State government examinations/PG-NEET/ AIIMSPGET, JIPMER Entrance Test, PGIMER Entrance Test etc., ) (10)																		
	Year	No. of students qualifying	Total no. of students	NET	SLET	GATE	GMAT	GPAT	CAT	GRE	IELTS	TOEFL	PLAB	USMLE	AYUSH	State Govt. Exams.	UPSC	PG-NEET	Others
Instruction: Please do not include individual university's entrance examinations.																			
<b>Grand total</b>																			
Upload: <ul style="list-style-type: none"> <li>List of students -qualifying for state/national/international-level examinations during the last five years with their roll numbers and registration numbers</li> <li>Pass Certificates of the examination</li> <li>Other supporting data</li> </ul>																			

<b>64</b>	5.2.2 Average percentage of placement/self-employed professional services of outgoing students during the last five years (15)				
	<b>Year</b>	<b>Number of students placed /self-employed</b>	<b>Total number of students</b>	<b>Name of the employer with contact details / Nature of self employment with contact details</b>	<b>Programme graduated from</b>
Upload: <ul style="list-style-type: none"> <li>• Annual reports of Placement Cell</li> <li>• Self-attested list of students placed/self-employed</li> <li>• Details of student placement/self-employment during the last five years</li> </ul>					

<b>65</b>	5.2.3. <i>Percentage of the graduates in the preceding academic year, who have had progression to higher education.</i> (15)					
	<b>Year</b>	<b>Name(s) of students progressed into higher education</b>	<b>Programme graduated from</b>	<b>Department graduated from</b>	<b>Name of Institution joined</b>	<b>Name of Programme admitted to</b>
Upload: <ul style="list-style-type: none"> <li>• Supporting data for student/alumni in prescribed format.</li> <li>• Any other relevant information.</li> </ul>						

<b>Key Indicator - 5.3 Student Participation and Activities (20)</b>										
<b>66</b>	5.3.1 Number of awards/medals for outstanding performance in sports/cultural activities at state/regional(zonal)/national/international events (award for a team event should be counted as one) during the last five years (10)									
	<b>Year</b>	<b>Name of the award/ medal</b>	<b>Select appropriate event</b>		<b>Classification</b>				<b>Name of the student</b>	<b>Student ID number</b>
			<b>Sports</b>	<b>Cultural</b>	<b>State</b>	<b>Regional</b>	<b>National</b>	<b>International</b>		

	<p>Upload:</p> <ul style="list-style-type: none"> <li>• Certified e-copies of award letters and certificates.</li> <li>• Any other relevant information.</li> </ul>
--	---

<b>67</b>	<b>5.3.3 Average Number of sports and cultural activities / events/ competitions organised in the Institution per year (5)</b>				
		<b>Name of the activity</b>			
	<b>Year</b>	<b>University</b>	<b>State</b>	<b>Regional</b>	<b>National</b>
	<p><b>Upload:</b></p> <ul style="list-style-type: none"> <li>• Report of the events/along with photographs appropriately dated and captioned year-wise.</li> <li>• Copy of circular/brochure indicating such kind of activities</li> <li>• Information as per Data template</li> <li>• Any other relevant information</li> </ul>				

<b>Criterion VI – Governance, Leadership and Management (100)</b>		
<b>Key Indicator - 6.2 Strategy Development and Deployment (10)</b>		
<b>68</b>	<p>6.2.3 Implementation of e-governance in areas of operation (5)</p> <ol style="list-style-type: none"> <li>1. Planning and Development</li> <li>2. Administration (Including hospital administration and medical records)</li> <li>3. Finance and Accounts</li> <li>4. Student Admission and Support</li> <li>5. Examination</li> </ol>	
	<b>Areas of e governance</b>	<b>Year of implementation</b>
	Planning and Development	
	Administration (including hospital administration and medical records)	
	Finance and Accounts	
	Student Admission and Support	
		<b>Link of relevant website/ document</b>

Examination		
<ul style="list-style-type: none"> <li>• Institutional budget statements allocated for the heads of E-governance implementation ERP Document</li> <li>• e-Governance related document</li> <li>• Screen shots of user interfaces</li> <li>• Any other relevant information</li> </ul>		

<b>Key Indicator - 6.3 Faculty and Staff Empowerment Strategies (25)</b>				
<b>69</b>	6.3.2 Average percentage of teachers provided with financial support to attend conferences / workshops and towards membership fee of professional bodies during the last five years (5)			
<b>Year</b>	<b>Name of teacher</b>	<b>Name of conference/ workshop attended for which financial support was provided</b>	<b>Name of the professional body for which membership fee was provided</b>	<b>Amount (INR)</b>
<b>Upload:</b> <ul style="list-style-type: none"> <li>• List of teachers provided with financial support to attend conferences, workshops etc. during the last five years <ul style="list-style-type: none"> <li>• List of teachers provided membership fee for professional bodies during the last five years</li> <li>• Policy document on providing financial support to teachers</li> <li>• E-copy of letter/s indicating financial assistance to teachers and list of teachers receiving financial support year-wise under each head.</li> <li>• Audited statement of account highlighting the financial support to teachers to attend conferences/workshops and towards membership fee for professional bodies.</li> </ul> </li> <li>• List of teachers provided with membership fee for professional bodies</li> </ul>				

<b>70</b>	<b>6.3.3 Average number of professional development / administrative training programmes organized by the University for teaching and non-teaching/technical staff during the last five years (5)</b>					
<b>Year</b>	<b>Title of the professional development Programme organised for teaching staff</b>	<b>Dates: From - To</b>	<b>No. of participants</b>	<b>Title of the administrative training Programme organised for non-teaching / technical staff</b>	<b>Dates: From - To</b>	<b>No. of participants</b>
<b>Upload:</b> <ul style="list-style-type: none"> <li>• Certified list of the participants who attended the professional development/administrative training programmes during the last five years</li> <li>• Consolidated lists of participants who attended the above programmes year-wise during the last 5 years (Data template)</li> <li>• Detailed program report for each program should be made available Reports of the Human Resource Development Centres (UGC ASC or other relevant centres).</li> <li>• Reports of Academic Staff College or similar centres Verification of schedules of training programs</li> <li>• Copy of circular/ brochure/report of training program self conducted program may also be considered</li> <li>• Certified list of organisations / agencies that sponsored/supported/supervised the programmes</li> </ul>						

<b>71</b>	<b>6.3.4 Average percentage of teachers attending Faculty Development Programmes (FDP) including CME, CDE etc. and online programmes during the last five years (Orientation / Induction Programmes, Refresher Courses, Short-term Courses etc.) (7)</b>				
<b>Year</b>	<b>Number of teachers who attended Faculty Development Programmes (including online programmes)</b>	<b>Total number of teachers</b>	<b>Title of the Programme</b>	<b>Dates and Duration From – To</b>	
<b>Upload:</b> <ul style="list-style-type: none"> <li>• Details of teachers attending FDPs during the last five years (as per Data Template)</li> <li>• Annual reports of the AQAR submitted to NAAC</li> <li>• E-copy of the certificate of the program attended by teacher</li> <li>• Any other relevant information</li> <li>• List of sponsoring/supporting/supervising agencies.</li> </ul>					

<b>Key Indicator - 6.4 Financial Management and Resource Mobilization (20)</b>				
<b>72</b>	<b>6.4.2 Funds / Grants received from government / non-government bodies / philanthropists during the last five years (excluding scholarships and research grants covered under Criterion III) (7)</b>			
<b>Year</b>	<b>Name of the government funding agency</b>	<b>Funds/ Grants received (INR in lakhs).</b>	<b>Name of the non-governmental funding bodies / philanthropists</b>	<b>Funds/ Grants received (INR in lakhs).</b>
<p><b>Upload:</b></p> <ul style="list-style-type: none"> <li>• Audited statements of accounts for five years</li> <li>• Copy of letter indicating the grants/funds received by respective agency as stated in metric</li> <li>• Provide the budget extract of audited statement towards Grants received from non-government bodies, individuals, philanthropist duly certified by chartered accountant and/or Finance Officer (<b>Refer annexure number -01 as per SOP</b>).</li> <li>• Information as per Data template</li> <li>• Any other relevant information</li> </ul>				

<b>Key Indicator - 6.5 Internal Quality Assurance System (30)</b>	
<b>73</b>	<b>6.5.2 Quality assurance initiatives of the Institution include: (10)</b>
	<p>Quality assurance initiatives of the Institution include:</p> <ol style="list-style-type: none"> <li>1. Academic &amp; Administrative Audit (AAA) and initiation of follow up action</li> <li>2. Conferences, Seminars, Workshops on quality</li> <li>3. Collaborative quality initiatives with other Institution(s)</li> <li>4. Orientation programmes on quality issues for teachers and students</li> <li>5. Participation in NIRF process</li> <li>6. Any other quality audit by recognized State, National or International agencies (ISO, NABH, NABL, NBA Certification, any other)</li> </ol>

Year	AQARs prepared/ submitted.		Academic Administrative Audit (AAA) and initiation of follow-up action		Participation in NIRF process		ISO Certification.		NABH, NABL, NBA or any other certification	
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
Upload: <ul style="list-style-type: none"> <li>• Report /certificate of the Quality Assurance Initiatives as claimed by the Institutions eg: NBA, ISO, NABH, NABL, AAA etc.,</li> <li>• Annual reports of the University.</li> <li>• AQARs prepared by IQAC.</li> <li>• e-copies of the accreditations and certifications.</li> <li>• Any other relevant information</li> </ul>										

<b>Criterion VII – Institutional Values and Best Practices (100)</b>										
<b>Key Indicator 7.1 - Institutional Values and Social Responsibilities (50)</b>										
<b>Environmental Consciousness and Sustainability</b>										
74	7.1.2 Facilities for alternative sources of energy and energy conservation measures devices (data for the preceding academic year) (5)									
	Solar energy		Biogas plant		Energy Wheeled to the grid		Sensor-based energy conservation		Use of LED bulbs / power-efficient equipment	
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
Upload: <ul style="list-style-type: none"> <li>• Geo-tagged photographs of the facilities</li> <li>• Any other relevant information.</li> </ul>										

75	7.1.4 Water conservation facilities available in the Institution (4)									
	Rain water harvesting		Borewell / Open well recharge		Construction of tanks and bunds		Waste water recycling		Maintenance of water bodies and distribution system in the campus	
Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	

	<p><b>Upload</b></p> <ul style="list-style-type: none"> <li>• Geo-tagged photographs of the facilities</li> <li>• Any other relevant information</li> </ul>
--	---

<b>76</b>	7.1.5 Green campus initiatives include: (4)									
	<b>Restricted entry of automobiles</b>		<b>Battery-powered vehicles</b>		<b>Pedestrian-friendly pathways</b>		<b>Ban on the use of plastics</b>		<b>Landscaping with trees and plants</b>	
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
<p><b>Documents:</b></p> <ul style="list-style-type: none"> <li>• Geo-tagged photographs of facilities</li> <li>• Any other relevant information</li> </ul>										

<b>77</b>	7.1.6: Quality audits on environment and energy regularly undertaken by the Institution: (5)									
	<b>Green audit</b>		<b>Energy audit</b>		<b>Environment audit</b>		<b>Clean and green campus recognitions / awards</b>			
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
<p><b>Upload:</b></p> <ul style="list-style-type: none"> <li>• Audit reports of the institution related to the metric</li> <li>• Web links to audit agency reports</li> <li>• Any other relevant information</li> </ul>										

<b>78</b>	7.1.7: Provisions for disabled-friendly, barrier-free environment in the campus (4))									
	<b>Built environment with ramps/lifts</b>	<b>Disabled-friendly washrooms</b>	<b>Signage including tactile paths, lights, display boards and signposts</b>	<b>Assistive technology and facilities for persons with disabilities (<i>Divyangjan</i>), accessible website,</b>	<b>Provision for enquiry and information: Human assistance, reader, scribe, soft copies of reading material, screen reading</b>					



				<b>screen-reading software, mechanized equipment</b>	
	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
<b>Upload:</b> <ul style="list-style-type: none"> <li>• Web link to relevant geo-tagged photographs / videos</li> <li>• Any other relevant information</li> </ul>					

<b>79</b>	7.1.10: Prescribed codes of conduct and ethics for students, teachers, administrators and other staff followed by the Institution and programmes conducted in this regard (5)				
	<b>Code of conduct displayed on the website</b>	<b>Committee to monitor adherence to the code of conduct</b>	<b>Professional ethics programmes organized regularly for students, teachers, administrators and other staff</b>	<b>Annual awareness programmes on code of conduct organized</b>	
	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	
	<b>Upload:</b> <ul style="list-style-type: none"> <li>• Web link to the code of conduct</li> <li>• Details of the monitoring committee of the code of conduct</li> <li>• Details of Programs on professional ethics and awareness programs</li> <li>• Any other relevant information</li> </ul>				

## Section - C

### Appendices

#### Appendix 1: Glossary & Notes

<b>Academic Audit</b>	: An exercise which serves to provide assurance that the delegated responsibilities for quality and standards of academic provision are being appropriately discharged.
<b>Academic Calendar</b>	: The schedule of the Institution for the academic year, giving details of all academic and administrative events.
<b>Academic Flexibility</b>	: Choice offered to the students in the curriculum offering and the curriculum transactions. In most educational Institutions and universities in India, the academic year is considered from July to May.
<b>Academic Year</b>	
<b>Accreditation</b>	: Certification of quality that is valid for a fixed period, which in the case of NAAC is five years
<b>Advanced Learners</b>	: Students who perform very much better than the class averages
<b>Assessment</b>	: Performance evaluation of an Institution or its units based on certain established criteria
<b>Assessors</b>	: Trained academics or experts who represent NAAC on peer teams.
<b>Attainment of Course Outcomes (COs)</b>	: COs are to be attained by all students at the end of a formal course. The Institution has to follow well-defined methods of computing attainment of Course outcomes based on the course objectives as defined by the respective statutory councils, student performance in all assessments and the computed course outcomes perceived by the model developed by the Institution. <b>Example:</b> in MBBS programme, Anatomy is a course which has course objectives and student assessment methods defined by MCI, based on which the Institution needs to develop appropriate course outcomes (refer respective website of Regulatory Bodies).
<b>Benchmarks</b>	: An example of good performance that serves as a standard for comparison of one's own performance. It is a technique in which an Institution measures its performance against that of the best of others.
<b>Bibliometrics</b>	: Is a statistical analysis of the publications in indexed journals in the form of books or articles
<b>Blended Learning</b>	: A mixing of different learning environments such as traditional face-to-face classroom methods with modern computer-mediated activities.
<b>Bridge Course</b>	: A teaching module which helps to close the gap between two levels of competence.
<b>Carbon Neutral</b>	: A term used to describe fuels that neither contribute to nor reduce the amount of carbon (measured in the release of carbon dioxide) into the atmosphere.
<b>Catering to Student Diversity</b>	: The strategies adopted by Institution to fulfil the needs of a heterogeneous group of students.
<b>CEC (Under Graduate)</b>	: Career Education Centre
<b>Choice Based Credit System (CBCS)</b>	: A mode of learning in higher education which facilitates a student to have some freedom in selecting his/her own choices, across various disciplines for completing a UG / PG program. All UG and PG programs, as per UGC, have to implement CBCS
<b>Citation Index</b>	: The number of times a research papers is referred to by other researchers in refereed journals, and is a measure of validity of its contents.

<b>Co-Curricular Activities</b>	: Activities, which support the curriculum such as field trips, display of academic achievements, quiz, debate, discussion, seminars, role-play, etc
<b>Collaboration</b>	: Formal agreement/ understanding between any two or more Institutions for training, research, student/ faculty exchange or extension support.
<b>Completion Rates(course/)</b>	: The ratio of the total number of learners successfully completing a course/ graduating from a programme in a given year to the total number of learners who initially enrolled on the course/programme.
<b>Constituencies</b>	: All the academic, administrative and support units of the Institution.
<b>Consultancy</b>	: Providing expert knowledge/ advice or making high-end research equipment / R&D projects available to a third party; usually for a fee.
<b>Counselling</b>	: Assisting and mentoring students individually or collectively for academic, career, personal and financial decision-making.
<b>Course</b>	: A course is a unit in both credit based and non-credit based formal programme. A 3-credit course will have three classroom sessions of one-hour duration during each week for the entire semester. Example: Non-credit Program: BDS; Course: Prosthodontics; Credit based programme; Human Genetics Course; Genetic Engineering (4 credits).
<b>Course Outcomes (COs)</b>	: COs are statements that describe what students should acquire in the form of knowledge, skills and attitude at the end of a course. (examples are given in the "Notes")
<b>Course Outlines</b>	: List of the course modules, similar to a table of contents in a book or the outline used for writing papers. The outline defines the scope and content of the course.
<b>Course Schedule</b>	: Details of classes being offered, its time, location, faculty, and its unique number which students must know in order to register. The course schedule is published prior to the commencement of registration for each semester / session.
<b>Credit</b>	: A credit system is a systematic way of describing an educational programme by attaching credits to its components. University Grants Commission defines one credit as 1 Theory period of one hour per week over a semester 1 Tutorial period of one hour per week over a semester 1 Practical period of two hour per week over a semester
<b>Criteria</b>	: Pre-determined standards of functioning of an Institution of higher education that form the basis of assessment and accreditation as identified / defined by NAAC.
<b>Cross Cutting Issues</b>	: Cross cutting issues refer to the abilities of students to have sufficient disciplinary knowledge, to engage in public discussions on related issues; are careful consumers of scientific and technological information related to their everyday lives; are able to continue to learn outside school; and have the skills to enter careers of their choice.
<b>Curriculum Design and Development</b>	: Process of defining the contents of units of study and usually obtained through needs assessment, feedback from stakeholders and expert groups. Curriculum design and curriculum development are procedures which are closely linked to the description of learning outcomes.
<b>Cycles of Accreditation</b>	: An Institution undergoing the accreditation process by NAAC for the first time is said to be in Cycle 1 and the consecutive five year periods as Cycle 2, 3 and so on.
<b>Dare Database - International Social Sciences Directory</b>	: Provides access to world wide information on social science, peace, and human rights research and training institutes, social science specialists, and social science periodicals.
<b>Demand Ratio</b>	: The ratio of the number of seats available in a program/institute to the number of valid applications
<b>Dual degree</b>	: Pursuing two different university degrees in parallel, either at the same Institution or at different Institutions (sometimes in different countries), completing them in less time than it would take to earn them separately.

- EBSCO host** : Is an online reference resource with designed to cater to user needs and preferences at every level of research, with over 350 full text and secondary databases available.
- Eco system for Innovations** : Eco system for innovation comprises material resources (funds, equipment, facilities, etc.) and the human resources (students, faculty, staff, industry representatives, etc.) and linkages among them that make up the Institutional entities to promote the development of products and systems that are likely to have significant economic value.
- E-learning Resources** : Learning resources available on Internet
- e-PG Pathshala** : High quality, curriculum-based, interactive content in different subjects across all disciplines of social sciences, arts, fine arts & humanities, natural & mathematical sciences, linguistics and languages developed under the initiative of MHRD, under its National Mission on Education through ICT (NMEICT) Mission.
- e-Shodhganga** : Shodhganga@INFLIBNET provides a platform for research students to deposit their Ph.D. theses and make it available to the entire scholarly community in open access.
- e-ShodhSindhu** : e-Shodh Sindhu (<https://www.inflibnet.ac.in/ess>) provides current as well as archival access to more than 15,000 core and peer-reviewed journals and a number of bibliographic, citation and factual databases in different disciplines from a large number of publishers and aggregators to its member Institutions including centrally-funded technical Institutions.
- Elective Courses** : A choice available to students to select from among a large number of subjects.
- Emerging Areas** : New areas of study and research deemed important to pursue. These areas may have been identified by national agencies or international bodies.
- Enrichment Courses** : Value added courses offered by Institution for student empowerment. They enhance the curriculum by amplifying, supplementing and replacing such parts or features as have become ineffective or obsolete.
- Evaluation Process and Reforms** : Assessment of learning, teaching and evaluation process and reforms to increase the efficiency and effectiveness of the system.
- Examination Management System** : Examination management system is a well-defined document or a software application for the planning, administration, documentation, tracking, evaluation of students responses, and announcement of grades/marks obtained by students in all formal learning activities in an educational program
- Experiential Learning** : Is a process of learning through experience and is more specifically defined as “learning through reflection on doing”.
- Extension Activities** : The aspect of education, which emphasizes neighbourhood services. These are often integrated with curricula as extended opportunities intended to help, serve reflect and learn. The curriculum- extension interface has educational values, especially in rural India.
- Faculty Development Program** : Programs aimed at updating the knowledge, pedagogical and research skills of the faculty.
- Feedback** : Formative and evaluative comments given by tutors on the performance of individual learners.  
Evaluative comments made by stakeholders to the Institution on the quality and effectiveness of a defined process.  
Response from students, academic peers and employers for review and design of curriculum.
- Field Project** : Formal projects students need to undertake that involve conducting surveys outside the college/university premises and collection of data from designated communities or natural places
- Financial Management** : Budgeting and optimum utilization of financial resources.
- Flexibility** : A mechanism through which students have wider choices of Programmes to choose from, as well as, multiple entry and exit points for Programmes /courses.

<b>Functional MoUs</b>	: Memoranda of Understanding that are currently operational, signed by the Institute with national and international agencies
<b>Full Time Teachers</b>	: A teacher employed for at least 90 per cent of the normal or statutory number of hours of work for a full-time teacher over a complete academic year is classified as a full-time teacher.
<b>Gender Audit</b>	: A tool and a process based on a methodology to promote organizational learning at the individual, work unit and organizational levels on how to practically and effectively mainstream gender.
<b>Geotagging</b>	: Process of adding geographical identification metadata to various media such as a geotagged photograph or video, websites, SMS messages etc. The data usually consists of latitude and longitude coordinates, though they can also include altitude, bearing, distance, accuracy data, and place names.
<b>Graduate Attributes</b>	: The disciplinary expertise or technical knowledge that has traditionally formed the core of most university courses. They are qualities that also prepare graduates as agents for social good in an unknown future.
<b>Green Audit</b>	: The process of assessing the environmental impact of an organization, process, project, product, etc
<b>Grievance Redressal</b>	: Mechanisms for receiving, processing and addressing dissatisfaction expressed, complaints and other formal requests made by learners, staff and other stakeholders on the Institutional provisions promised and perceived.
<b>H-index (Hirsch Index)</b>	: An index that attempts to measure both the productivity and impact of the published work of a scientist or scholar. The index is based on the set of the scientist's most cited papers and the number of citations that they have received in other publications.
<b>Human Resource Management</b>	: The process of assessing the human resource requirements, recruiting, monitoring the growth and appraising them periodically and plan the staff development programs for the professional development and provide the necessary incentives and feedback.
<b>Humanities International Complete</b>	: A comprehensive database covering journals, books and reference sources in the humanities. This database provides citation information for articles, essays and reviews, as well as original creative works including poems and fiction. Photographs, painting and illustrations are also referenced
<b>ICT</b>	: Information and Communication Technology consists of the hardware, software, networks and media for the collection, storage, processing, transmission and presentation of information (voice, data, text, images) as well as related services.
<b>Impact factor (IF)</b>	: A measure of the citations to science and social sciences journals. The impact factor for a journal is calculated based on a three-year period and can be considered to be the average number of times published papers are cited up to 2 years after publication.
<b>Inclusion, Inclusiveness</b>	: Inclusiveness in educational Institutions refers to the educational experiences practiced with reference to gender, ethnicity, social class and differently abled.
<b>INFLIBNET Database</b>	: Information and Library Network Centre maintains a database on books, theses and serials
<b>Infrastructure</b>	: Physical facilities like building, play fields, hostels etc. which help run an Institutional Programme.
<b>Institutional Information for Quality Assessment (IIQA)</b>	: IIQA is a requirement, which needs to be submitted online by all categories of HEIs
<b>Institutional Distinctiveness</b>	: Institutional distinctiveness is characterized by its reason for coming to existence, vision, mission, nature of stakeholders, access to resources, cultural ambience and physical location

- Institutional Social Responsibility (ISR)** : Focuses on the Institution's responsibilities to the public in terms of protection of public health, safety and the environment, the public ethical behaviour and the need to practice good citizenship.
- Inter disciplinary Course** : Course designed to illuminate the principles, methods and skills that crossed disciplinary boundaries (Eg: Course in which instruction in biomedical science, the humanities, ethics, environmental science, dentistry etc., is included).
- Interdisciplinary research** : An integrative approach in which information from more than one discipline is used in interpreting the content of a subject, phenomenon, theory or principle.
- Internal Quality Assurance Cell (IQAC)** : Forming Internal Quality Assurance Cell (IQAC) is to be established in every accredited Institution as a post-accreditation quality sustenance measure. <http://www.naac.gov.in/IQAC.asp>
- Internal Quality Assurance System (IQAS)** : Self regulated responsibilities of the higher education Institutions aimed at continuous improvement of quality for achieving academic and administrative excellence.
- Internship** : A designated activity that carries some credits involving more than 25 days of working in an organization under the guidance of an identified mentor
- ISO Certification** : ISO 9001 certification enhances customer satisfaction by meeting customer requirements. The Institution is able to provide right services. ISO certification enhances functional efficiency of an organization.
- Leadership** : Term used for setting direction and create a student- focused, learning oriented climate, clear and visible values and high expectation by ensuring the creation of strategies, system and methods for achieving excellence, stimulating innovation and building knowledge and capabilities
- Learning Management Systems** : A learning management system (LMS) is a software application for the administration, documentation, tracking, reporting and delivery of educational courses or training Programmes. They help the instructor deliver material to the students, administer tests and other assignments, track student progress, and manage record-keeping. MOODLE is an example of open source LMS
- Learning Outcomes** : Specific intentions of a Programme or module, written in clear terms. They describe what a student should know, understand, or be able to do at the end of that Programme or module
- Library as a Learning Resource** : The library holdings in terms of titles of books, journals and other learning materials and technology aided learning mechanism, which enable the students to acquire information, knowledge and skills required for their study.
- Levels of Outcomes** :   
 > **Programme Outcomes:** POs are statements that describe what the students graduating from any of the educational Programmes should be able to do.   
 > **Programme Specific Outcomes:** PSOs are statements that describe what the graduates of a specific educational Programme should be able to do.   
 > **Course Outcomes:** COs are statements that describe what students should be able to do at the end of a course
- New Technologies** : Digital tools and resources (hardware and software) and their application in the field of education.
- NIRF** : National Institutional Ranking Framework (NIRF), approved by the MHRD, outlines a methodology to rank Institutions across the country. The parameters and sub-parameters associated with this mechanism are evolving from year to year.   
<https://www.nirfindia.org/Docs/Ranking Methodology And Metrics 2017.pdf>
- N-LIST** : N-LIST stands for "National Library and Information services Infrastructure for Scholarly Content". <http://nlist.inflibnet.ac.in/faq.php>
- OBE: Outcome Based Education** : OBE is an educational theory that bases each part of an educational system around goals (outcomes). Each student should have achieved the goal by the end of the educational experience

<b>Open Educational Resources</b>	: Educational materials and resources offered freely and openly for anyone to use and under some licenses to re-mix, improve and redistribute.
<b>Optimum Utilization of Infrastructure</b>	: The infrastructure facilities are made available to the student for their maximum utilization. e.g. Extended hours for computer center and library, sharing of facilities for interdisciplinary and multidisciplinary Programmes.
<b>Organogram</b>	: Organogram is the word that refers to a diagram that shows the structure of an organization and the relationships between the relative ranks of its part and position/ job. It is also known as Organisational Structure.
<b>Outcome</b>	: An outcome of an educational Programme is what the student should be able to do at the end of a Programme/ course/ instructional unit.
<b>Outreach Activities</b>	: Is the practice of conducting local public awareness activities through targeted community interaction
<b>Participative Learning</b>	: Participatory Learning and Action is a family of approaches, methods, attitudes, behaviours and relationships, which enable and empower people to share, analyze and enhance their knowledge of their life and conditions, and to plan, act, monitor, evaluate and reflect.
<b>Participative Management</b>	: Refers to an open form of management where employees are actively involved in the Institution's decision making process.
<b>Perspective Development</b>	: Is a blue print regarding the objectives and targets of long term growth
<b>Physical Facilities</b>	: Infrastructure facilities of the Institution to run the educational Programmes efficiently and the growth of the infrastructure to keep pace with the academic growth of the Institution.
<b>Policy for Promotion of Research</b>	: Processes defined by the Institution to facilitate the teachers to write research proposals, seek funding, conduct research, publish, and evaluate and reward the research done.
<b>Pre-qualifiers</b>	: For the Assessment and Accreditation (A&A) in revised framework the NAAC has proposed a pre-qualifier test. It is a condition for peer team visit and will be based on Institutional system generated score (SGS) in all Q <sub>n</sub> M after undergoing DVV process. As a Pre-qualifier, the Institution should score at least 25% in Quantitative Metrics (Q <sub>n</sub> M) as per the final score after the DVV Process. If the HEI does not clear the Pre-qualifier stage then HEI will have to apply afresh by submitting the IQA and its fees.
<b>Problem Based Learning (PBL)</b>	: Is a student-centred pedagogy in which students learn about a subject through the experience of solving an open-ended problem found in trigger material. The PBL process does not focus on problem solving with a defined solution, but it allows for the development of other desirable skills and attributes. This includes knowledge acquisition, enhanced group collaboration and communication.
<b>Professional Developmental Programmes</b>	: Activities designed to enhance the professional acumen or advance a person's career. (Continuing education programmes, entrepreneurship development programmes, Professional skill development programmes etc.,)
<b>Programme</b>	: A range of learning experiences offered to students in a formal manner over a period of one-to-four years leading to certificates/ diplomas/ degrees. Examples: BA (Economics) BSc (Physics). All possible formal degree Programmes are identified by UGC
<b>Programme Options</b>	: A range of courses offered to students to choose at various levels leading to degrees/ diplomas/ certificates.
<b>Programme Outcomes</b>	: Programme Outcomes (POs) are what knowledge, skills and attitudes a graduate should have at the time of graduation. While no agency has formally defined the POs of General Higher Education 3-year degree Programmes in India, POs of all professional Programmes in engineering and other areas are identified at national level by the concerned accrediting agency. POs are not specific to a discipline.
<b>Promotion of Research and Research</b>	: The process of promoting research culture among faculty and students by facilitating faculty and student participation in research budget allocation, research fellowship and other faculties.

<b>Support System</b>	
<b>Remedial Courses</b>	: Courses offered to academically disadvantaged students in order to help them cope with academic requirements.
<b>Research</b>	: Systematic intellectual investigations aimed at discovering, interpreting and revising human knowledge.
<b>Research Grant</b>	: Grant generated/ received from different agencies by the Institution for conducting research projects.
<b>Research Output</b>	: Quality research outcome beneficial for the discipline, society, industry and dissemination of knowledge including theoretical and practical findings.
<b>Resource Mobilization</b>	: Generation of funds through internal and external sources such as donations, consultancy, self-financing courses and so on.
<b>SCOPUS</b>	: The world's largest abstract and citation database of peer-reviewed literature and quality web sources.
<b>Seed money for Research</b>	: Funds provided to a teacher or a group of teachers by the Institution to get the research initiated to facilitate the preparation of formal research proposal for funding.
<b>Situatedness</b>	: Situatedness refers to involvement within a context. It also refers to placement of learning experiences in authentic contexts or settings
<b>SJR (SCImago Journal Rank)</b>	: This takes three years of publication data into account to assign relative scores to all the sources (journal articles, conference proceedings, review articles, etc.) in a citation network (Journals in SCOPUS database).
<b>Slow Learners</b>	: Students who perform very much below the class averages
<b>SNIP (Source Normalized Impact per Person)</b>	: Is the ratio of the source's average citation count per paper in a three year citation window over the "citation potential" of its subject field?
<b>Stakeholder Relationship</b>	: Affiliation and interaction with groups or individuals who have an interest in the actions of the Institutions and the ability to influence its actions, decisions, policies, practices or goals of the organization.
<b>Strategic Plan</b>	: A specific, action-oriented medium or long-term plan for making progress towards a set of Institutional goals.
<b>Strategy Development</b>	: Formulation of objectives, directives and guidelines with specific plans for Institutional development.
<b>Student Centric Methods</b>	: Methods of instruction that focus on products of learning by the students
<b>Student Profile</b>	: The student community of the Institution, their strength and the diversity in terms of economic and social strata, location and other demographic aspects such as gender, age, religion, caste, rural/ urban.
<b>Student Progression</b>	: Vertical movement of students from one level of education to the next higher level successfully or towards gainful employment.
<b>Student Support</b>	: Facilitating mechanism for access to information fee structure and refund policies and also guidance and placement cell with student welfare measures to give necessary learning support to the students.
<b>SWAYAM</b>	: SWAYAM is a Programme initiated by Government of India and designed to achieve the three cardinal principles of Education Policy viz., access, equity and quality. <a href="https://swayam.gov.in/">https://swayam.gov.in/</a>
<b>Teacher Quality</b>	: A composite term to indicate the qualification of the faculty, the adequacy meant for recruitment procedures, professional development, recognition and teachers characteristics.
<b>Trend analysis</b>	: Statistical method of conducting review and analysis of academic publications in scientific databases (such as Web of Science, Scopus, PubMed etc.) and generating



historical charts. Search can be made by using the title of the publication, author's name, name of the Institution, key words etc.

- Twinning Programmes** : An arrangement between two Institutions where a provider in source country A collaborates with a provider in Country B to allow students to take course credits in Country B and/or in source Country A. Only one qualification is awarded by the provider in source Country A. Arrangements for twinning Programmes and awarding of degrees usually comply with national regulations of the provider in source Country A.
- Value Added Courses** : Courses with 16 or more contact hours which are optional, and offered outside the curriculum that add value and help them students in getting placed.

## **Appendix 2: Abbreviations**

A&A	-	Assessment and Accreditation
AC	-	Academic Council
ACM	-	Associates of Computing Machinery
AMC	-	Annual Maintenance Contract
AVRC	-	Audio-Visual Research Centre
AICTE	-	All India Council for Technical Education
AQAR	-	Annual Quality Assurance Report
BoS	-	Board of Studies
BCUD	-	Board of College and Institution Development
CAL	-	Computer Aided Learning
CAS	-	Center for Advanced Studies
CAT	-	Common Aptitude Test
CBCS	-	Choice Based Credit System
CD	-	Compact Diskette
CDC	-	College Development Council
CEC	-	Consortium for Educational Communication
CGPA	-	Cumulative Grade Point Average
Cr	-	Criteria
Cr-GPA(s)	-	Criterion-wise Grade Point Average(s)
COHSSIP	-	Committee for Humanities and Social Science Improvement Programme
COSIP	-	Committee for Science Improvement Programme
COSIST	-	Committee for Strengthening of Infrastructure Improvement Programme in Science and Technology
CSA	-	Centre for Social Action
CSIR	-	Council of Scientific and Industrial Research
CPE	-	Colleges with Potential for Excellence
DELNET	-	Developing Library Network
DEP	-	Distance Education Programmes
DRS	-	Departmental Research Support of UGC
DSA	-	Departmental Special Assistance of UGC
DST	-	Department of Science and Technology
EMRC	-	Educational Multimedia Research Centre
FIST	-	Fund for the Improvement of Science and Technology Infrastructure
GATE	-	Graduate Aptitude Test in Engineering
GATS	-	General Agreement on Trade in Services
GMAT	-	Graduate Management Admission Test
GRE	-	Graduate Record Examination
IAS	-	Indian Administrative Services
ICHR	-	Indian Council of Historical Research
ICPR	-	Indian Council of Philosophical Research
ICSSR	-	Indian Council of Social Science Research
ICT	-	Information and Communication Technology

IEEE	-	Institute of Electrical and Electronic Engineers
IIQA	-	Institutional Information for Quality Assessment
IQAC	-	Internal Quality Assurance Cell
IQAS	-	Internal Quality Assurance System
INFLIBNET	-	Information and Library Network
INQAAHE	-	International Network for Quality Assurance Agencies in Higher Education
INSA	-	Indian National Science Academy
IPR	-	Intellectual Property Rights
ISR	-	Institutional Social Responsibility
IUC	-	Inter Institution Centre
KI	-	Key Indicator
KI-GP(s)	-	Key Indicator-wise Grade Point(s)
MHRD	-	Ministry of Human Resource and Development
MoC	-	Memorandum of Contract
MoU	-	Memorandum of Understanding
MIR	-	Minimum Institutional Requirements
MIS	-	Management Information System
NCTE	-	National Council for Teacher Education
NET	-	National Eligibility Test
NGO	-	Non Governmental Organization
NME-ICT	-	National Mission on Education through Information and Technology
NPE	-	National Policy Education
NPTEL	-	National Programmed Teaching Enhanced Learning
OMR	-	Optical Mark Recognition
OPAC	-	Online Public Access Catalogue
PTR	-	Peer Team Report
QAA	-	Quality Assurance Agency
SAP	-	Special Assistance Programme
SET/SLET	-	State Level Eligibility Test
SJR	-	SCImago Journal Rank
SLQACC	-	State Level Quality Assurance Co-ordination Committee
SNIP	-	Source Normalized Impact per Paper
SSR	-	Self-Study Report
SWOC	-	Strengths, Weaknesses, Opportunities and Challenges
TEI	-	Teacher Education Institution
TOEFL	-	Test of English as a Foreign Language
UDID	-	Unique Disability ID (Card)
UGC	-	Institution Grants Commission
UNESCO	-	United Nations Educational, Scientific and Cultural Organization
UNO	-	United Nation Organization
UNICEF	-	United Nations Children Educational Foundation

UNDP	-	United Nation Development Programme
USIC	-	Institution Science Instrumentation Centre
Wi-fi	-	Wireless Fidelity
YRC	-	Youth Red Cross

Appendix - 3

**National Assessment and Accreditation Council (NAAC)**

***Student Satisfaction Survey (SSS)***

**Key Indicator - 2.7.1**

**Criterion II : Teaching-Learning and Evaluation  
(For Health Science Universities)**

**Guidelines for Students**

NAAC (National Assessment and Accreditation Council) is conducting a Student Satisfaction Survey regarding Teaching – Learning and Evaluation of HEIs, which will help to assess the quality status of the institution. Kindly note that the identification of the respondent will not be revealed in the process.

- A student will have to respond with sincerity to all the questions given in the following format after careful thought.
- Each question has five responses, choose the most appropriate one.
- The response to the Qualitative question No. 23, is student’s opportunity to give suggestions for improvements. (The responses are to be restricted only to teaching learning and evaluation process).
- It may be noted that the total time required for filling up this questionnaire may be less than **20 minutes**.

**PERSONAL INFORMATION:**

**A) Please confirm that this is the first and only time you are participating in this survey.**

a) Yes

b) No

**B) Age:**

**C) University Name:**

**D) Gender:**

a)   
Female

b)   
Male

c)   
Transgender

**E) What level of degree program are you pursuing now?**

a)   
Bachelor's

b)   
Master's

c)   
M.Phil

Doctorate

e) Other

**F) What specific programme are you currently pursuing?**

a)   
Medical

b)   
Dental

c)   
Physiotherapy

d)   
Nursing

e): Nursing  f) Others

## Criterion II – Teaching–Learning and Evaluation

### Online Student Satisfaction Survey on Teaching Learning and Evaluation Process

Following are the questions:

1. How much of the curricula and syllabi are covered in the Discipline in which you are studying?

4 – 90 to 100%

3 – 75 to 89%

2 – 55 to 74%

1– 30 to 54%

0 –Below 30%

2. What categories of teachers are involved in the theory and practical classes in your discipline?

4 – Professors, Associate-Professors, Assistant Professors and Others (Lecturers, Tutors, Demonstrators and Residents)

3 – Associate Professors, Assistant Professors and others

2 – Assistant Professors and others

1 – Others

0 – None of the above

3. What percentage of teachers is effectively communicating domain knowledge using IT skills and Soft Skills in the Teaching Learning Process?

4 – 90 to 100%

3 – 75 to 89%

2 – 55 to 74%

1– 30 to 54%

0 –Below 30%

4. Do the teachers build-up the expected curricular competencies, programme outcomes and course outcomes in you?

4 – 90 to 100%

3 – 75 to 89%

2 – 55 to 74%

1– 30 to 54%

0 –Below 30%

5. Does your mentor follow up necessarily on the tasks assigned to you?

4 – Every time

- 3 – Usually
  - 2 – Occasionally
  - 1 – Rarely
  - 0 – I don't have a mentor
6. To what extent is the mentoring process in your institution beneficial to you for cognitive, social and emotional growth?
- 4 – Highly Beneficial
  - 3 – Beneficial
  - 2 – Satisfactory
  - 1 – Marginally
  - 0 – Not at all
7. To what extent clinical and practical facilities related to your discipline have been made available to you?
- 4 – 90 to 100%
  - 3 – 75 to 89%
  - 2 – 55 to 74%
  - 1 – 30 to 54%
  - 0 – Below 30%
8. What extent of training are you provided with, in the skill and simulation labs, clinical ward rounds / rotations and lab exercises related to your discipline?
- 4 – 90 to 100%
  - 3 – 75 to 89%
  - 2 – 55 to 74%
  - 1 – 30 to 54%
  - 0 – Below 30%
9. What percentage of teachers use ICT-enabled methods like multimedia, web-based learning and national e-resources while teaching?
- 4 – 90 to 100%
  - 3 – 75 to 89%
  - 2 – 55 to 74%
  - 1 – 30 to 54%
  - 0 – Below 30%
10. What is the extent of opportunities given to you for outdoor learning like internship, student exchanges, field visits and projects?
- 4 – All of the above
  - 3 – Three of the above
  - 2 – Two of the above
  - 1 – One of the above

0– None of the above

11. Does the institution provide the opportunities for experiential learning, including problem-based learning, case-based learning, evidence-based learning, competency building, seminars, group discussions, to enhance knowledge and skills in your discipline?

4 – All of the above

3 – Any four of the above

2 – Any three of the above

1 – Any two of the above

0– Any one of the above

12. What is the level of opportunities provided by your institution to develop employability and entrepreneurship skills to prepare you for your career?

4 – High Level

3 –Appreciable Level

2 – Satisfactory Level

1 – Marginal Level

0– No opportunity given

13. What is the level of value-added courses / training given by your institution in the area of professional ethics and values, community service, preventive health care and rural health care?

4 – High Level

3 –Appreciable Level

2 – Satisfactory Level

1 – Marginal Level

0– No opportunity given

14. What level of monitoring and evaluation is available in your institution for assessing the effectiveness and interactivity of the classroom proceedings/learning sessions?

4 – High Level

3 –Appreciable Level

2 – Satisfactory Level

1 – Marginal Level

0– No opportunity given



15. To what extent the institutional ambience and class room teaching has improved your creative thinking and analytical skills?

- 4 – High Level
- 3 – Appreciable Level
- 2 – Satisfactory Level
- 1 – Marginal Level
- 0 – No opportunity given

16. How frequently your performance in academic assignments are discussed and reviewed with you by the teachers?

- 4 – Regularly
- 3 – Often
- 2 – Sometimes
- 1 – Rarely
- 0 – Never

17. What is your assessment about the fairness of the internal evaluation process adopted by the teachers?

- 4 – Always fair
- 3 – More often fair
- 2 – Sometimes fair
- 1 – Usually unfair
- 0 – Always unfair

18. What is the average time taken by the institution for declaration of examination results?

- 4 – Within 15 days
- 3 – 16 days to 30 days
- 2 – 31 days to 45 days
- 1 – 46 days to 60 days
- 0 – Beyond 60 days

19. What are the mechanisms (issue of photocopy of answer sheet, re-totaling, re-evaluation and provision for grace marks) available in your institution for redressal of grievances with reference to examinations?

- 4 – All the above mechanisms
- 3 – Only three of them
- 2 – Only two of them
- 1 – Only one of them
- 0 – None

20. How do you rate the procedures involved in the pre examination, examination and post examination processes of the evaluation system adopted by your institution?

- 4 – Excellent
- 3 – Very Good
- 2 – Good
- 1 – Average
- 0 – Poor

21. Do your teachers enable you to identify your strengths and weaknesses and help you to develop your strengths and overcome your weaknesses by providing timely counseling and care?

- 4 – Every time
- 3 – Usually
- 2 – Occasionally
- 1 – Rarely
- 0 – Never

22. If you were to award rating for your institution in terms of “stars” in relation to quality of teaching, learning and evaluation, what would be your rating?

- 4 – \*\*\*\*\*
- 3 – \*\*\*\*\*
- 2 – \*\*\*
- 1 – \*\*
- 0 – \*

23. Give three suggestions to improve the overall teaching, learning and evaluation process in your institution.

- a)
- b)
- c)